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ABSTRACT

This manual presents lesson plans for a second year course in spoken English for Navahos, based upon one hour of instruction five days a week. It contains a review of troublesome sounds, conversational dialogues, and work with the grammatical structure of spoken English. Actual conversational situations are used to teach the speaking patterns necessary to function in a given situation. Automatic two- and three-way exchanges are also used. The manual concentrates on phonics, cultural enrichment through the presentation of prose and poetry, and exercises to increase skills in spoken English. Included are plans for work in the language laboratory. (Author/SK)

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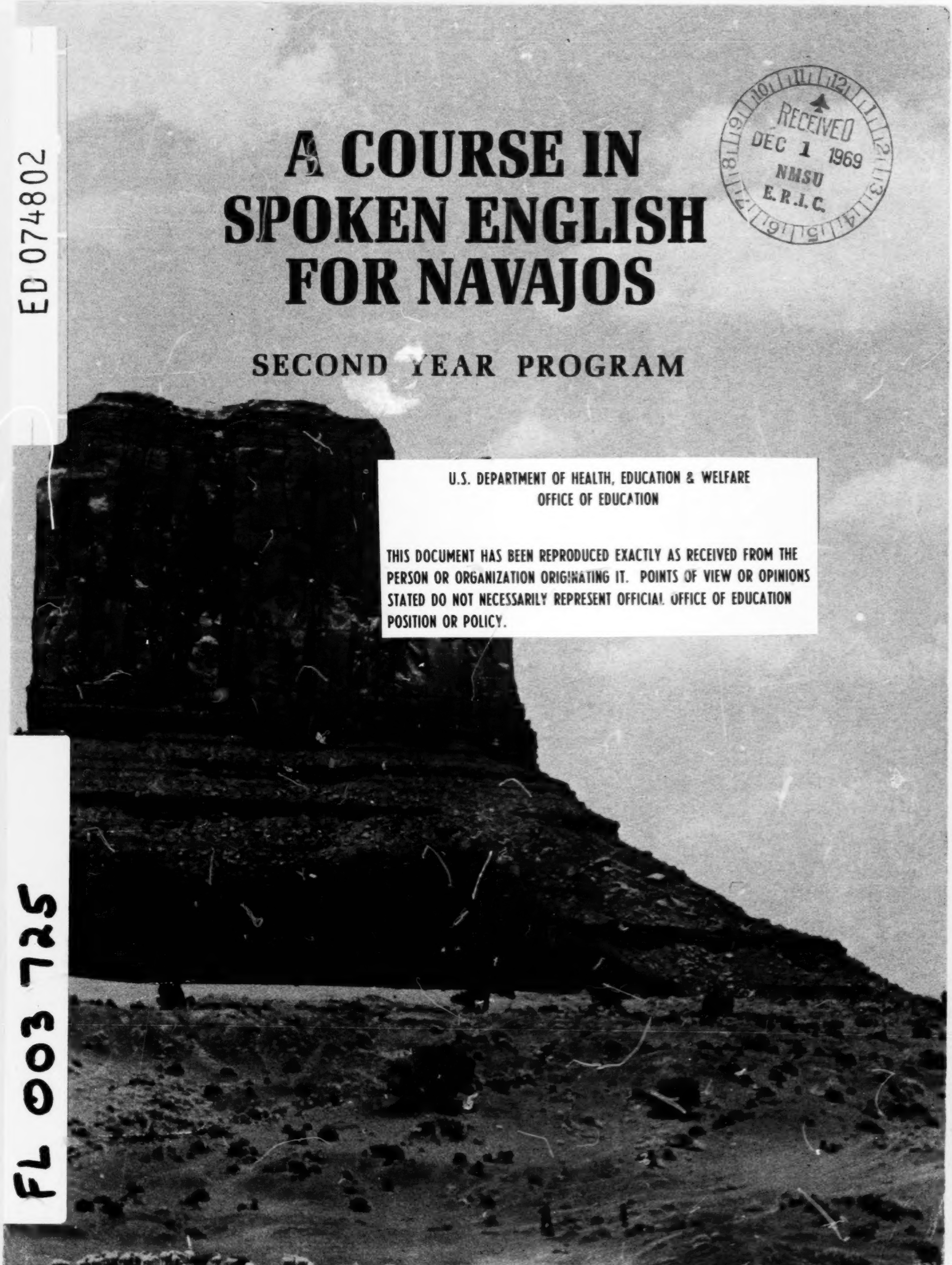

A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

SECOND YEAR PROGRAM

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LANGUAGE LABORATORY NO. II

for

A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

Designed for Navajos with 3rd to 7th grade reading achievement who are learning to speak English as a second language.

Prepared by Vincent DeNunzio, Education Specialist
Intermountain School, Brigham City, Utah

United States
Department of the Interior
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INSTRUCTIONAL MANUAL

for

Second Year Program

This manual contains a review of troublesome sounds, conversational dialogues, and a deeper involvement of the grammatical structure of spoken English. Actual conversational situations are used to teach the speaking patterns necessary to function in a given situation. Students are required to produce quick, accurate responses without help. Automatic two and three way exchanges are also used. In general, this book speeds up the exposure and provides experience in refining talking skills. Self-evaluation is used frequently.

The second year program can be adapted for use with the more verbal speaker without first going through Book I. However, it is not recommended for use with non-verbal students, or students who have many incorrect talking habits. You are encouraged to refer frequently to the first year program and the teacher's manual.

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LESSON PLANS
ENGLISH-SPEAKING PROGRAM **FOR LAB II** **FIRST WEEK**

	LANGUAGE LEARNINGS	CLASSROOM ACTIVITIES	SUGGESTED PROCEDURES	MATERIALS
SESSION 1	Begin to review Lab I language learnings: short answers (pos. & neg.) questions from statements pronunciation drills: /u/ - /uw/ (full - fool) /ð/ (bro*th*er)	Consider using the first lesson as an exploratory session to evaluate the classes language needs (of /ð/ /u/ and question forms). Oral reading excerpts from pgs. 22, 23, 24 of *Regents English Workbook II* may be helpful. See Script *B-1-V*.	Rapid pattern drills reviewing former lessons involving short affirmative and neg. answers, making questions from statements. Review pronunciation: /u/ and /uw/ in minimal pairs and sentences; /ð/ in sentences. Independent recording.	Tape *B-1-V:* First Sem. Review: Short Ans. Quest. /u/ - /uw/ /ð/ sound Speak-Sheets: *P-6-V, P-3-V, P-4-V* Independent Recording: *Something About Navajo History*
SESSION 2	Review Lab I language learnings: listening comprehension contractions past of irregular verbs tense changes /e/ - /æ/ (bed - bad)	Provide oral and/or written drills in the use of common irregular verbs and contractions. Refer to *Regents WB II Table of Contents* for appropriate exercises. Script *C-4-V* suggests sample exercises. Consider Quizzes #7, #11 and #12 (second exercises).	Short story of Columbus, with follow-up questions. Drills using common contraction in phrasing and sentences. Tense changes, using common irregular verbs. Listening and production of /e/ and /ae/ sounds. Review of foregoing in conversational sentences. Independent recording.	Tape *C-4-V:* Listening practice Irregular verbs Common contractions Independent recording: *Pract. Reader 2,* (page 58) *Columbus*
SESSION 3	I Evaluation Administration of oral and written tests for screening: interview; listening discriminaton; grammatical structures; pronunciation; reading; free expression; tense concepts; writing expression	Administer Test Tape 89-10-W with tape-recorder and overhead projector. Use *form* 8910-W for student test answer sheets and *Tape Script* 8910-W for preview to administering. Teacher readiness is important for proper sequence of the 15 transparencies, to be viewed in order at 8-second intervals.	Administration of *Test Tape* 8910-0 for screening of spoken English ability. Use series Reading Excerpt in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5-inch tape. See *Script* 8910-0.	Test Tape 8910-W Test Tape 8910-0 8910-W Answer Sheets 8910-0 Readings 15 transparencies 8910-W, 0 scripts Tape recorder Overhead projector

Week's Lessons Follow

F. Lesson B-1-V

QUESTIONS AND ANSWERS:
THE SHORT $\overline{\text{OO}}$ AND "TH" SOUNDS

F. The following drills will be much faster than your other lessons. Try to keep up with them. Speak in a strong clear voice.

F. Listen:

M. Is the lesson easy?	F. Yes, it is.
M. Is Fred Martin absent?	F. Yes, he is.
M. Are the windows open?	F. Yes, they are.

M. Now you answer with "yes" and a short answer:

F. Is the lesson easy? ....
F. Is Fred Martin absent? ....
F. Are the windows open? ....
F. Is Helen in class? ....
M. Is the door closed? ....
M. Are you thirsty? ....
M. Are we on time? ....
M. Are they in your class? ....
F. Is the game on? ....
F. Is Bill your brother? ....
F. Is that coat new? ....

M. Listen:

F. Is the lesson difficult?	M. No, it isn't.
F. Is Mary present?	M. No, she isn't.
F. Is Mr. King a teacher?	M. No, he isn't.

F. Now you answer with "no" and a short answer:

M. Is the lesson difficult? ....
M. Is Mary present? ....
M. Is Mr. King a teacher? ....
M. Are you busy? ....
M. Are the boys sleepy? ....
F. Is Mr. Grant hungry? ....
F. Are you sad? ....
F. Is he late? ....

F. Is Harry young? ....

F. Are the men farmers? ....

M. Listen:

F. We're students.	M. Are we students?
F. It's a piece of paper.	M. Is it a piece of paper?
F. They're children.	M. Are they children?

F. Now you change these sentences to questions:

M. We're students. ....

M. It's a piece of paper. ....

M. They're children. ....

M. She's a cook. ....

F. You're a policeman. ....

F. It's an ink bottle. ....

F. They're erasers. ....

F. I'm a student. ....

M. They're words. ....

M. We're soldiers. ....

M. It's a piece of chalk. ....

M. You're ball players. ....

F. They're classrooms. ....

F. I'm a farmer. ....

F. It's a watch. ....

F. He's a child. ....

F. She's a nurse. ....

M. Pronunciation review: The short o͞o sound in words and sentences:

F. fool - full ....

F. pool - pull ....

F. cooed - could ....

F. stewed - stood ....

M. wooed - would ....

M. fool - full ....

M. pool - pull ....

M. wooed - would ....

F. Repeat after me:

F. full ....

F. pull ....

F. book ....

F. could ....

F. stood ....

M. would ....

M. book ....

M. look ....

M. hook ....

M. could ....

F. sugar cookie ....

F. good luck ....

F. look at the book ....

F. full of wood ....

M. Listen and repeat:

F. A brook in the woods. ....

F. She took one look. ....

F. Put your books away. ....

F. Would this be a good book? ....

M. Look at the wolf. ....

M. The woman stood in the room. ....

M. Is your book in your room? ....

M. All our rooms are full. ....

F. Listen:

M. Is Mr. Jones happy?	F. Yes, he is.
M. Is Miss Brandt a nurse?	F. Yes, she is.
M. Is Mrs. Stone very busy?	F. Yes, she is.

M. Now you give the short answer with "yes."

F. Is Mr. Jones happy? ....

F. Is Miss Brandt a nurse? ....

F. Is the boy sleepy? ....

F. Is Mr. Williams young? ....

M. Is the farmer thirsty? ....

M. Is Miss Johnson a teacher? ....

M. Is Mrs. Vance very busy? ....

M. Is Miss Nelson absent? ....

F. Is Mr. Duncan sad? ....

F. Is the girl tired? ....

F. Is the book on the desk? ....

F. Is the pen on the table? ....

M. Is the orange in the box? ....

M. Is the pencil here? ....

M. Is the notebook there? ....

M. Are the boys strong? ....

F. Are the girls pretty? ....

F. Are the women early? ....

F. Are the men late? ....

F. Are the children on time? ....

M. Listen:

F. Are the apples in the box?	M. No, they're not.
F. Is Dorothy absent?	M. No, she's not.
F. Are John and Harry students?	M. No, they're not.

F. Now, you answer with "no" and short answer:

M. Are the apples in the box?

M. Is Dorothy absent?

M. Are John and Harry students?

F. Are you hungry?

F. Am I late?

F. Are we going?

M. Is Bill sick?

M. Is this book yours?

M. Are the children eating?

F. Listen:

M. Harry is a good student.	F. Is Harry a good student?
M. Miss Nelson is happy.	F. Is Miss Nelson happy?
M. The boys are on time.	F. Are the boys on time?
M. The book is old.	F. Is the book old?

M. Now you change these sentences to questions:

F. Harry is a good student.

F. Miss Nelson is happy.

F. The boys are on time.

F. The book is old.

M. Mr. and Mrs. Vance are happy.

M. The exercises are new.

M. Miss Burke is a nurse.

M. I'm tired.

F. Those men are carpenters.

F. You're early.

F. John is late.

F. This notebook is new.

M. The teacher is busy.

M. The eraser is on the desk.

M. The door is open.

M. Mr. and Mrs. Russell are here.

F. That man is late.

F. We're early.

F. That boy is strong.

F. That book is new.

M. Miss Hill is a secretary.

M. Mr. Harper is a teacher.

M. The blackboard is new.

M. The desks are old.

M. Miss Fox and Miss Black are secretaries.

F. Pronunciation review: The "th" in sentences.

F. Listen and repeat:

F. They always come together.

M. That's my brother.

M. I know their mother.

F. My brothers did that themselves.

F. This car is better than theirs.

F. The ice was smooth.

F. Are they going some other day?

M. Let's go together.

M. The weather's getting cold.

M. You'll find your brother in the gym.

F. Listen:

M. at the movies	F. I saw him at the movies.
M. in the book	F. I read it in the book.
M. on the table	F. I left it on the table.

M. Now you make your own sentence:

F. at the movie

F. in the book

F. on the table

M. with the boys

M. after the game

M. under the window ....

F. in the morning ....

F. across the ocean ....

F. before the game ....

M. This ends the lesson.

M. Tape C-4-V

CONVERSATION
LISTENING PRACTICE, REVIEW OF THE SOUNDS "E" AND "R" REVIEW PAST AND FUTURE OF IRREGULAR VERBS AND CONTRACTIONS

M. Listen:

F. Christopher Columbus was an explorer. He said the earth was round. People at that time did not believe him. They laughed at him. But at last Columbus got enough money for three small ships. In the year 1492 he began his trip. He was on the ocean for many, many weeks. His sailors became very much afraid, but at last they saw land. The land was America.

M. Now answer these questions:

M. Who was Christopher Columbus? ....

M. Did he say that the earth was flat or round? ....

M. Did the people at that time believe him? ....

F. Why did they laugh at him? ....

F. How much money did he get at last? ....

F. Did he get enough money for three large ships? ....

F. Or three small ships? ....

M. In what year did he begin his trip? ....

M. For how long was he on the ocean? ....

M. Did his sailors become afraid? ....

F. What did they see at last? ....

F. What was the land the sailors saw? ....

F. Did Columbus cross the Atlantic Ocean? ....

F. Or the Pacific Ocean? ....

M. Contractions. Listen and repeat:

F. I am - I'm ....

F. He is - He's ....

F. You are - You're ....

F. We are - We're ....

F. They are - They're ....

F. Does not - Doesn't ....

F. Was not - Wasn't ....

F. Is not - Isn't ....

M. Will not - Won't ....

M. Do not - Don't ....

M. Has not - Hasn't ....

M. Can not - Can't ....

F. I'm ....

F. He's ....

F. You're ....

F. We're ....

M. They're ....

M. Doesn't ....

M. Wasn't ....

M. Isn't ....

F. Won't ....

F. Don't ....

F. Hasn't ....

F. Can't ....

M. Listen and repeat:

F. He's busy today. ....

F. I'm busy today. ....

F. We're busy today. ....

F. We're very old friends. ....

F. He doesn't speak English well. ....

M. They don't speak English well. ....

M. He won't be here tomorrow. ....

M. They won't be here tomorrow. ....

F. They can't meet us today. ....

F. She hasn't been here. ....

F. He didn't get your message. ....

M. Past and future. Review.

M. Check yourself on the past tense of the following.

M. Listen:

F. Bring	M. Brought	F. Get	M. Got
F. Catch	M. Caught	F. Forget	M. Forgot
F. Fight	M. Fought	F. Try	M. Tried
F. Teach	M. Taught	F. Cry	M. Cried
F. Think	M. Thought	F. Die	M. Died

F. Listen:

M. He brings his books to school everyday.

F. Past: M. He brought his books to school yesterday.

F. Future: M. He will bring his books to school tomorrow.

M. She teaches us everyday.

F. Past: M. She taught us yesterday.

F. Future: M. She will teach us tomorrow.

M. We get up at seven o'clock every morning.
F. Past: M. We got up at seven o'clock.
F. Future: M. We will get up at seven o'clock.

F. Now you follow the example and change the follow to past or future:

M. He brings his books to school everyday.
F. Past: .... F. He brought
F. Future: .... F. He will bring

M. She teaches us everyday.
F. Past: .... F. Taught
F. Future: .... F. Will teach

M. We get up at seven o'clock every morning.
F. Past: .... F. Got up
F. Future: .... F. Will get up

M. The dog fights with the cat everyday.
F. Past: .... F. Fought
F. Future: .... F. Will fight

M. He forgets his book everyday.
F. Past: .... F. Forgot
F. Future: .... F. Will forget

M. He catches cold every winter.
F. Past: .... F. Caught
F. Future: .... F. Will catch

M. The baby cries everyday.
F. Past: .... F. Cried
F. Future: .... F. Will cry

M. John fights with his sister everyday.
F. Past: .... F. Fought
F. Future: .... F. Will fight

M. I get hungry at four o'clock every afternoon.

F. Past: .... F. Got hungry

F. Future: .... F. Will get hungry

M. I try to come to class on time everyday.

F. Past: .... F. Tried

F. Future: .... F. Will try

M. The cat catches a mouse everyday.

F. Past: .... F. Caught

F. Future: .... F. Will catch

M. She comes here everyday.

F. Past: .... F. Came

F. Future: .... F. Will come

M. We go there everyday.

F. Past: .... F. Went

F. Future: .... F. Will go

M. We take the bus here everyday.

F. Past: .... F. Took

F. Future: .... F. Will take

M. Pronunciation Review

M. Listen and repeat:

F. Check ....
F. Met ....
F. Else ....
F. Yes ....

F. Met - mat ....
F. Bed - bad ....
F. Said - sad ....
F. Head - had ....

F. Men ....
F. Send ....

M. Sat ....
M. Cash ....
M. Back ....
M. Bad ....

M. Mat - met ....
M. Bad - bed ....
M. Sad - said ....
M. Had - head ....

M. Am ....
M. And ....

F. Hem .... M. Land ....

F. Ham .... M. Them ....

F. Ham - hem .... M. Hem - ham ....

F. Sand - send .... M. Send - sand ....

F. Man - men .... M. Men - man ....

F. Jam - gem .... M. Gem - jam ....

F. This bread is better. ....

F. I get a check-up every year. ....

F. Betty is never ready on time. ....

M. The doctor will examine my chest. ....

M. She went to bed. ....

F. I'm glad he's my friend. ....

F. He's ready for class. ....

F. She's a friend of my family. ....

M. I guess he's happy. ....

M. The doctor is examining his head and chest. ....

M. The book is red, yellow and black. ....

F. Please get me some apples and bananas. ....

F. I want to answer the next question. ....

M. Contractions. Review.

M. Say the following as a contraction:

F. I will ....M. I'll M. Have not ....F. Haven't

F. I am ....M. I'm M. Has not ....F. Hasn't

F. You are ....M. You're M. Do not ....F. Don't

F. He is ....M. He's M. Does not ....F. Doesn't

F. We will ....M. We'll M. Did not ....F. Didn't

F. It is ....M. It's M. Is not ....F. Isn't

F. I have ....M.. I've M. Was not ....F. Wasn't

F. We have ....M. We've M. Were not ....F. Weren't

F. There is ....M. There's M. Can not ....F. Can't

F. What is ....M. What's M. Will not ....F. Won't

M. Now substitute contractions in the following sentences:

F. I am busy. ....

F. He is busy. ....

F. We are tired. ....

F. We will be tired. ....

M. It is warm. ....

M. What is your name? ....

M. I do not study. ....

M. He does not study. ....

F. He is not here. ....

F. He will not be here. ....

F. I cannot go. ....

F. There is no time. ....

M. Listen:

F.	Do you live in Texas?	M.	No, I don't.
F.	Are you busy?	M.	No, I'm not.
F.	Was Bill in class?	M.	No, he wasn't.

F. Follow the example:

F. Give negative answers to the following with a contraction of the verb:

M.	Do you live in Texas?	F.	No, I don't. ....
M.	Are you busy?	F.	No, I'm not. ....
M.	Was Bill in class?	F.	No, he wasn't. ....
M.	Is your friend busy?	F.	No, he isn't. ....
F.	Do you like Chicago?	M.	No, I don't. ....
F.	Is it raining?	M.	No, it isn't. ....
F.	Can you speak Spanish?	M.	No, I can't. ....
F.	Were John and Henry at the meeting?	M.	No, they weren't. ....
F.	Are you tired?	M.	No, I'm not. ....

F. This ends the lesson.

TAPE 8910-O EVALUATION TAPE (oral)

(Instructor says):

First sampling: ....(date)........................ ....(group)........................

SECTION 1.

Navajo answers to Navajo questions.

(In Navajo): Listen carefully and give complete answers to my questions. I am going to ask you some questions in Navajo. You answer in Navajo. As soon as I ask the question, you give me an answer. Speak in Navajo:

(In Navajo): What is your name? ....
Where is your home? ....
How old are you? ....
How long have you been going to school? ....
How long have you been speaking English? ....
Where did you attend your first three years of school? ....
Tell me what subjects you have this year in school. ....
Tell me who speaks English in your home. ....

(In Navajo): Now, I am going to ask you the same questions in Navajo. This time, you answer in English. As soon as I ask the question, you give an answer. Speak in English:

(In Navajo): What is your name? ....
Where is your home? ....
How old are you? ....
How long have you been going to school? ....
How long have you been speaking English? ....
Where did you attend your first three years of school? ....
Tell me what subjects you have this year in school. ....
Tell me who speaks English in your home. ....

(In English): Please listen carefully and try to give complete answers to my questions:

What is your name and where is your home? ....
How old are you? ....
How long have you been going to school? ....
How long have you been speaking English? ....
Where did you attend your first three years of school? ....
Tell me what subjects you have this year in school. ....
Tell me who speaks English in your home. ....

SECTION 2.

Listen very carefully and repeat the following sentences after me:

1. This book belongs to my brother. ....
2. My youngest brother is at home with my mother. ....
3. Will you help me find some pencils in the desks? ....
4. Most children never have vegetables for breakfast. ....
5. We noticed the bus was stopped when it reached the railroad tracks. ....
6. Put your clean clothes in the closet. ....
7. Will they walk together to the bank? ....
8. Is this your first trip? ....
9. Neither of the cars stopped when they reached the railroad tracks. ....
10. I'm not sure whether I'll have spaghetti or sausages. ....

SECTION 3. ASKING QUESTIONS

Now, I will give you some answers; you ask the questions for these answers. For example, listen:

Yes, I went to town.

Did you go to town?

Yes, I saw the movie.

Did you see the movie?

Yes, I ate my breakfast.

Did you eat your breakfast?

Now, follow the example. Begin every question with "did." I'll give the answers; you ask the question. All right, let's begin:

Yes, I went to town. ....

Yes, I saw the movie. ....

Yes, I ate my breakfast. ....

Yes, I bought my lunch. ....

Yes, I spoke to Tom. ....

Yes, I lost my money. ....

Yes, I brought some money. ....

Yes, I drove the car. ....

Yes, I forgot the lesson. ....

SECTION 4. STRESS AND INTONATION

Listen:

Ted plays basketball.	Who plays basketball?
Ted plays *basketball.*	What does Ted play?
He went to the *game.*	Where did he go?

Now, follow the example. You ask the question. You decide whether it's who, what, where, or when.

Ted plays basketball. ....

Ted plays *basketball.* ....

Bill likes to swim. ....

She went to the *hospital.* ....

John went to town last night. ....

He left his *watch* at the dentist. ....

He left his watch at the *dentist.* ....

Mike left his watch at the dentist. ....

Fred lives in California. ....

Fred lives in *California.* ....

SECTION 5.

Now, you are going to see some pictures. As soon as you see the picture tell what you see. When you see the picture, tell what you see. Let's begin:

(Show series of 15 pictures, 8 seconds each.)

SECTION 6. DESCRIPTION OF THE PICTURE

Take a good look at the picture in front of the room. Now, let's suppose you are describing it to someone who cannot see. Tell as much as you can about it. All right, you may begin speaking. (75 second pause)

All right, stop your tapes, please.

SECTION 7. READING

You'll find a printed sheet on your desk. When you are ready, turn on your tape and read the sheet. Turn off your tape when you are finished.

Now, the pictures you will see will happen tomorrow. So you write what you see and put "tomorrow" after every sentence. Remember, when you write your sentence that these things will happen tomorrow. "Tomorrow" is at the end of every sentence. All right. Let's begin:

11. (Show first picture) (8 seconds) ....
You should write "The boy will eat tomorrow," or "The boy is going to eat tomorrow" next to No. 11.
12. (8 seconds) ....
13. (8 seconds) ....
14. (8 seconds) ....
15. (8 seconds) ....

Now, let's go to the last section of the test. Find Section I. In the front of the room the teacher will put up a picture. Write a story telling about the picture you see. Write as many sentences as you like. When you are finished, the test is over.

(TO BE USED WITH TAPE 8910-W)

E.S.L. STUDENT EVALUATION

Name .... Group No. ....
Last First

Age (years) .... Reading Level ....

Years in school: B.I.A. .... Public .... Mission ....

Do you speak English at home? (√ check one)

All of the time .... Sometimes .... Very little .... Not at all ....

SECTION A: PERSONAL PRONOUNS

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....

SCORE ....

SECTION B: SOUND DISCRIMINATION (minimal pair contrasts)

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....

SCORE ....

SECTION C: SOUND DISCRIMINATION (Voiced TH /ð/)

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

SCORE..............................

SECTION D. QUESTIONS FROM STATEMENTS

1. ....?
2. ....?
3. ....?
4. ....?
5. ....?
6. ....?
7. ....?
8. ....?
9. ....?
10. ....?
11. ....?
12. ....?
13. ....?
14. ....?
15. ....?
16. ....?
17. ....?
18. ....?
19. ....?
20. ....?

SCORE..............................

SECTION E: "DID" WITH PAST TENSE OF COMMON IRREGULAR VERBS

1. ....?
2. ....?
3. ....?
4. ....?
5. ....?
6. ....?
7. ....?
8. ....?
9. ....?
10. ....?
11. ....?
12. ....?
13. ....?
14. ....?
15. ....?
16. ....?
17. ....?
18. ....?
19. ....?
20. ....?

SCORE..............................

SECTION F: FINAL ED ENDINGS /t/ /d/ /id/

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....

SCORE..........................

SECTION G: FINAL S ENDINGS /s/ /z/ /iz/

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....

SCORE..........................

SECTION H: SENTENCES IN THE PRESENT TENSE (telling about the picture)

1. .... now.
2. .... now.
3. .... now.
4. .... now.
5. .... now.

SCORE..........................

SENTENCES IN THE PAST TENSE (telling about the picture)

6. .... yesterday.
7. .... yesterday.
8. .... yesterday.
9. .... yesterday.
10. .... yesterday.

SCORE..........................

SENTENCES IN THE FUTURE TENSE (telling about the picture)

11. .... tomorrow.
12. .... tomorrow.
13. .... tomorrow.

14. .... tomorrow.

15. .... tomorrow.

SCORE..............

SECTION I: DESCRIPTION OF A PICTURE

....

....

....

....

....

....

....

....

....

....

....

....

SCORES:

Written Test: A.......... B.......... C.......... D.......... E.......... F.......... G..........

H.......... .... I..........

Taped Oral Test: 1.......... 2.......... 3.......... 4.......... 5.......... 6.......... 7..........

RECOMMENDED PLACEMENT: ....

EVALUATOR: ....

THE SHORT OO SOUND P-6-V

Say clearly:

put
good
book
woman
pull

foot
crook
could
should
would

look
wood
hook
wool
couldn't

shouldn't
took
shook
wouldn't
hood

cook
woolen
push
full
stood

Can you hear the difference?

pull - pool
look - Luke
full - fool
could - cool

soot - suit
stood - stewed
should - shoed
took - tool

wooden - wound
hood - who's
foot - refuse
book - boot

Try saying these sentences:

Would this be a good book?
He shouldn't have stood on that foot.
Is your book in your room?
She took the book and put it away.
Who said good-bye?
Look at that pretty woman.
It's his school book.
Would some good food put you in a good mood?

P-3-V

The Voiced and Voiceless TH Sound

Say these words clearly:

(Voiced)		*(Voiceless)*	
the	therefore	through	thought
this	then	wealthy	thanks
thus	than	thumb	third
they	theirs	width	thousand
them	though	nothing	booth
these	that	anything	thirteen
clothing	another	theater	thirty
clothe	bother	mathematics	south
neither	either	thermometer	everything
other	smooth	month	mouth
breathe	these	healthy	length
those	there	bath	south
their	bathe		

Can you hear the difference?

thirty - dirty
thought - dot
dare - there
though - dough
thumb - dumb
mad - math
den - then
Dan - than
loathe - load
die - thy
drew - through
mother - mudder

(Voiced TH)

P-4-V

Their car is better than this one.
They don't knew whether they can go in such weather.
Those boys resemble their father and their mother.
If they do that, they'll have no further trouble.
Those boys over there are brothers.
Neither of them wanted to go with their mother.
They hadn't seen each other since then.
My brothers did that themselves.

(Voiceless TH)

I think her birthday comes this month.
The police think that the robbery was the work of three thieves.
We thanked Arthur for taking us to the theater.
Our theater tickets were for Thursday, the thirteenth of the month.
She thinks of nothing but her health.
He is a wealthy author and lives in the South.
Thick and thin mean opposite things.
Does the month of June have thirty days or thirty-one?

SOMETHING ABOUT NAVAJO HISTORY

Navajo legends tell that the People emerged from underground into the Southwest. However, the generally held belief of anthropologists is that they came across the Bering Strait in early times, though perhaps somewhat later than the other tribes which inhabited the Southwest.

Be that as it may, they first came into the light of history while they were living in an area along the Colorado-New Mexico boundary, between the Chama and upper San Juan Rivers. This was in the late 14th or early 15th century. From there they spread south and west into what is now known as the Navajo Country. In the early 1600's they were an aggressive and powerful tribe.

Sometime during the 1600's they acquired horses and sheep from the Spaniards, as well as the use of metal and the knowledge of working wool. The Navajos are famous for their adaptability, and in those early centuries they learned much of the culture that has made them the people they are today. It has been said of them that while they formerly copied a great deal from their neighbors, they improved on everything they copied.

They were increasing in numbers during this time, also. According to legend, there were originally four Navajo clans. They have added to these, in particular from the Pueblos, until today there are more than sixty. Since marriage within the clan is still regarded as incest, it can be understood that the Navajo "population explosion" necessitated the addition of other clans.

Until the advent of white soldiers in their territory, the Navajos were semi-nomadic; although they lived in loosely defined areas, they swarmed all over their country, raiding one day and appearing miles away the next. They had no friends among other tribes, and regarded the oncoming white settlers as enemies. Everyone's hand was against them and they retaliated with all the strength they could muster, with the result that the Navajo country was a dangerous place for anyone but a Navajo to appear.

The first military expedition against The People was made in the winter of 1846, when Col. Doniphan and 350 soldiers met with them at Bear Springs, later Fort Wingate, and signed a nominal treaty. Since there was no acknowledged Navajo head, any leader of a band who signed a treaty was responsible for his own people only; this fact was not understood by the Army, which held all Navajos responsible for all treaty promises. This led to retaliation, further treaties, increased misunderstandings, and more raids, for the next twenty years. Finally, it was decided to round up The People and send them to Fort Sumner, New Mexico, where they were to settle down, learn the art of farming, and become peaceful citizens, insofar as they were able.

Col. Kit Carson was given the task of locating the Navajos. They hid in such vastnesses as Canyon de Chelly, from which they defied the troops to dislodge them. It became necessary to kill their sheep, destroy their cornfields, and devastate their orchards, literally to starve them into submission. Even then, not all the Navajos surrendered. Bands of people fled into the far western and northern parts of the area, there to hide and elude the troops until they were finally left unmolested.

Those who went to Fort Sumner found little there to their liking. The water was bad, their old enemies, such as the Comanches, raided them at every chance; they had no heart to try to make a success of something they so bitterly detested. After four heart-breaking years they petitioned the Peace Commission to be allowed to return to their old homes, and promised that they would cause no more trouble. The Treaty of 1868, which resulted, also recorded the promises made by the white men. Freed of their captivity, The People walked back to their homeland.

Even then they found troubles. They were still beset by enemy tribes, and the Army contractors who were to feed them and put them on their feet again, often profiteered. But both sides were trying and when in 1869 an issue of sheep and goats was made, the Navajos felt encouraged.

So, less than a hundred years ago, the Navajo people made a new start toward progress. That they had the stamina, the great urge to succeed, the will to work, and the adaptability which has always characterized them, is obvious in the progress the Tribe has made within this century.

Better living conditions now prevail through out the reservation. The People have schools and hospitals. Paved roads now criss-cross the reservation. A new $8 million sawmill furnished employment for many Navajos. Tribal parks, civic centers, and other recreational facilities provide pleasure for thousands. With these, and through the valuable oil, uranium, heluim, mineral and other holdings of the Tribe as a whole, they have the means to further their ambition to become sharing citizens of the United States.

PRACTICE THESE PAIRS:
/u/ - /uw/

shooed	wooed	look	fool	pull	hood
stewed	should	wood	cooed	full	
Luke	stood	pool	who'd	could	

PRONUNCIATION OF /u/ IN WORDS:

1. food
2. fool
3. choose
4. loose
5. fruit
6. tooth
7. soup
8. chew
9. true
10. glue
11. grew
12. flew
13. crew
14. too

PRONUNCIATION OF /u/ IN PHRASES:

1. through the cool room
2. eating a lunch of soup and fruit at noon
3. canoeing in the cool moonlight
4. proved to be true
5. moved the troops too soon

PRONUNCIATION OF /u/ IN SENTENCES:

1. The two men on the deserted schooner were locked in the broom closet.
2. Whose ruby was found at the pool?
3. The group in the schoolroom was rude.
4. Who spilled glue in Lou's shoe?
5. The wind soon blew the loose papers through the window.

θ and ð

PRACTICE WORDS FOR θ

thumb
think
both
myth
wealth
thirtieth
breathy
apothecary
deathless
enthusiasm

PRACTICE WORDS FOR ð

than
thine
though
breathe
with
loathe
lithe
bathed
clothes
mouthed
wreathes
worthy
thither

PRACTICE the following combination of words for θ and ð. These are in constant use in daily speech.

at the . . .
eat that . . .
what they say . . .
in the . . .
run this . . .
can think . . .
tell the . . .
call them . . .
will thank them . . .
they'll think . . .
the first third . . .
old thing . . .
read the . . .
feed them . . .
heard them . . .

PRACTICE SENTENCES FOR θ and ð.

1. The weather hinders their brothers.
2. They admire their father's lithe figure.
3. There were thoughtless thousands on the health.
4. Their theatre tickets were thrust into their hats.
5. Those leather jackets are too thick.
6. Go with the thirteen ducks and get their feathers.
7. It was the end of thirty-three of the others.
8. Meet them at the theatre.
9. Write them to stop their threats.
10. Don't bother with them.

/ae/ as in "bad"

PRACTICE THESE WORDS:

sat
cat
absent
after
laugh
hat
action
angle
plaid
lack
active
pal
backs
bad
actor
fallow
cap
absence
actress
sad

NOW THESE SENTENCES:

1. Cats will lick a water leak.
2. My age puts me on edge.
3. He paid the debt on the right date.
4. You test a pie by its taste.
5. The horse backs and bucks when he sees a box.
6. The cat cut its foot on the cot.
7. It's just my luck to lack a lock for the door.
8. Don't let yourself be late.
9. The captain met the mate on the bridge.
10. The beggar put his cap over his cup when he saw the cop.
11. He took off his hat in the hot hut.
12. In the actors absence, the director took this action.
13. Children are active, eager, and noisy.
14. The actor sat on the cushion and played with the baby.
15. He wore his hat at an angle.

TRY SOME SAMPLES DIALOGUES:

1. A fat cat sat on my dad's hat.
2. What did you do?
1. I laughed and laughed.
2. What did your dad do?
1. He looked sad.

1. Mary had a new plaid cap.
2. Yes, I saw it from the back.
1. It doesn't look bad, does it?
2. No, I think it's a nice cap.

1 . That actor is hard to shoot.
2. With a camera or a gun?
1. I mean a camera, of course.
2. Why is it so hard?
1. He wears his hat at a funny angle.

QUOTATIONS:

Alas for the rarity
Of Christmas charity.

— Hood

The day is cold and dark and dreary;
It rains, and the wind is never weary.

— Longfellow

PAST TENSE OF VERBS

Change these verbs to the past tense by adding *d* or *ed*. Double the final consonants or change final *y* to *i* before adding *ed* when necessary.

1. snap ....
2. select ....
3. amount ....
4. shop ....
5. hurry ....
6. suppose ....
7. slap ....
8. ram ....
9. defeat ....
10. tag ....
11. coach ....
12. study ....
13. dot ....
14. bar ....
15. scrap ....
16. bandage ....
17. dim ....
18. multiply ....
19. peg ....
20. glue ....
21. pat ....
22. scorch ....
23. swat ....
24. marry ....
25. agree ....
26. club ....
27. rap ....
28. alarm ....
29. plug ....
30. happen ....
31. slip ....
32. pay ....
33. drug ....
34. strip ....
35. connect ....
36. slam ....
37. outline ....
38. spot ....
39. frighten ....
40. pity ....
41. clap ....
42. outfit ....
43. deserve ....
44. hum ....
45. fret ....
46. arrive ....
47. repay ....
48. compare ....
49. blot ....
50. sip ....

FOR PRACTICE OF UNVOICED /th/:

Thistle! Thistle! Thistle!
Thriving in the Thicket!
Thrusting out your prickly points
Piercing through the picket!

FOR PRACTICE OF VOICED /th/:

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot —
We'll weather the weather,
Whatever the weather,
Whether we like it or not.

LANGUAGE LESSON PLANS FOR LAB II SECOND WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	To provide speaking practice reviewing Lab I learnings. Encourage meaningful expression with intonation in oral readings.	Pattern practice that elicits short, pos. and neg. answers to questions will reinforce the learning (group & individual); Script *B-2* has suggested exercises. Consider introducing *Columbus.* Brief reports about the man and voyages could be speaking vehicles for the next lesson. See *Quiz #2.*	Continuation of the *B-1* drills involving short, positive and negative answers; pluralization of nouns with final "s"; he, she, it in the present; review of /ð/ in sentences. Individual and group readings of Columbus, followed up by recording practice. Practice Reader #2, page 80.	Tape *B-2-V:* Review: Question-Answer, "th," final "s"; there is, there are *Columbus* (poem) *Quiz #2* *Practice Reader #2*, p. 80
SESSION 2	To continue review speaking practice: future tense; quest.-ans.; final "s"; there is, there are Oral reading practice speaking about ordinal numbers.	Listen to brief reports on Columbus, if assigned. Consider teaching and discussing the poem. Keep standards high for articulation and intonation. Script *B-3-V* includes all of the exercises the lab is reviewing, with suggested patterns. See *Regents I:* 14, 15, 16, 77; *Regents II:* 7, 8, 52, 55	Rapid pattern drills involving the use of the future with "going to"; practice in the use of ordinal numbers; pronunciation drills with final "s"; there is, there are; Choral recitation of *Columbus* followed up by independent recording practice.	Tape *B-3-V:* "going to"; ques.-answer; final "s"; ordinal numbers *Columbus*, Miller *Regents Eng. W. B.* 1, 2
SESSION 3	Provide speaking practice with the comparative and superlative forms of common adjectives. Provide listening practice with a short story.	Teach the positive, comparative and superlative forms of common adjectives. Consider using some written exercises requiring comparative and superlative forms. Refer to Script *S-20-V*, Speak-Sheet *D-6-V; Regents I*, 82, 84; *Regents II*, 71, 72.	Presentation of a short story with follow-up questions; pattern drills practicing comparative and superlative forms in conversation; sentences involving changes; dialogue participation with adjectives. Introduction to *Village Blacksmith* with independent recording follow-up.	Tape *S-20-V:* Listening practice, Adj., Comp. and Sup. Speak-Sheet *D-6-V* *Village Blacksmith*

Week's Lessons Follow

M. Tape B-2-V

QUESTIONS AND ANSWERS (continued)
THE "TH" AND FINAL "S" SOUNDS

M. Listen:

F.	It's raining.	M.	Is it raining?
F.	We're going now.	M.	Are we going now?
F.	Mr. Smith is reading the newspaper.	F.	Is Mr. Smith reading the newspaper?
F.	They're learning to swim.	M.	Are they learning to swim?

F. Now you change these sentences to questions:

M. It's raining. ....

M. We're going now. ....

M. Mr. Smith is reading the newspaper. ....

M. They're learning to swim. ....

M. The boy is talking. ....

F. The girl is singing. ....

F. The students are writing. ....

F. My friends are coming. ....

F. The girls are sitting down. ....

F. Miss Johnson is resting now. ....

M. Listen:

F.	Is it raining?	M.	It's raining.
F.	Are they practicing now?	M.	They're practicing now.
F.	Is Fred opening the window?	M.	Fred is opening the window.

F. Now, you change these questions to statements:

M. Is it raining? ....

M. Are they practicing now? ....

M. Is Fred opening the window? ....

F. Is he going to school now? ....

F. Is Mr. Harper working in the office? ....

F. Are the boys listening? ....

F. Is Miss Hill walking to work? ....

M. Are the children running? ....

M. Is Tom working? ....

M. Is Ruth coming? ....

M. Is the secretary writing? ....

F. Listen:

M. Is it raining?	F. Yes, it is.
M. Is Fred erasing the blackboard?	F. Yes, he is.
M. Is Mr. Smith smiling?	F. Yes, he is.

M. Now, you give a short answer with "yes":

F. Is it raining? ....

F. Is Fred erasing the blackboard? ....

F. Is Miss Johnson standing up? ....

F. Is Mr. Smith smiling? ....

M. Are you studying? ....

M. Is the farmer eating now? ....

M. Are Tom and Harry practicing? ....

M. Are you and Tom on time? ....

F. Are you learning arithmetic? ....

F. Is the teacher leaving the building? ....

F. Is Jane studying her homework? ....

M. Pronunciation drills — final "s" sounds.

M. Listen:

F. horse	M. two horses
F. nurse	M. two nurses
F. place	M. two places

F. Now you follow the example:

M. horse ....

M. nurse ....

M. place ....

M. tax ....

F. match ....

F. change ....

F. ask ....

F. garage ....

M. Listen:

F. map	M. many maps
F. tape	M. many tapes
F. stamp	M. many stamps

F. Now you follow the example:

M. map ....

M. tape ....

F. check ....

F. roof ....

M. stamp ....
M. seat ....
M. light ....

F. check ....
F. satellite ....
F. photograph ....

M. Listen:

F. tie	M. five ties
F. club	M. five clubs
F. egg	M. five eggs

F. Now you follow the example:

M. tie ....
M. club ....
M. egg ....

F. wife ....
F. song ....
F. ear ....
F. stair ....

M. Listen and repeat:

F. John walks to school. ....
F. Mary knits her own sweaters. ....
F. The chorus sings well. ....
F. Bill wishes he could be here. ....
M. You'll find Tom downstairs. ....
M. The bank cashes checks on Mondays. ....
M. She notices the latest styles. ....
M. The judges announced the winners. ....
F. He says his head aches. ....
F. Eggs are cheaper downtown. ....
F. Joe's ties are too loud. ....
F. Do servicemen pay taxes? ....
M. The raft floats over the waves. ....
M. Most garages close on Sundays. ....
M. He helps his speech with tapes. ....
M. The satellites are taking photographs. ....

F. Listen:

M. Is that man a doctor?	F. (carpenter)
F. No, he's not. He is a carpenter.	
M. Is Mr. Williams a teacher?	F. (doctor)
F. No, he's not. He's a doctor.	

M. Is Miss Vance a nurse? F. (secretary)
F. No, she's not. She's a secretary.

M. Now you follow the example.

M.	Is that man a doctor?	F.	(carpenter) ....
M.	Is Mr. Williams a teacher?	F.	(doctor) ....
M.	Is Miss Vance a nurse?	F.	(secretary) ....
M.	Is that girl sad?	F.	(happy) ....
M.	Is this a pen?	F.	(pencil) ....
M.	Are the boys absent?	F.	(present) ....
F.	Is this lesson hard?	M.	(easy) ....
F.	Am I late?	M.	(early) ....
F.	Are you a teacher?	M.	(student) ....
F.	Are you a carpenter?	M.	(farmer) ....
F.	Are the girls sick?	M.	(well) ....
F.	Are the books old?	M.	(new) ....

F. A review of the "th." Listen and repeat:

M. Are they going there some other day, mother? ....
M. Let's go together. ....
M. I'd rather watch T.V. than go to the movies. ....
M. The younger brother stayed with his mother. ....
F. They'll drive home together. ....
F. They'll meet their father here. ....
F. He wears his leather boots in wet weather. ....
F. Wealth without health is hardly worth anything. ....

M. Listen:

F. Is the girl happy? M. (sad)
M. No, she isn't. She's sad.

F. Is that a desk? M. (table)
M. No, it isn't. It's a table.

F. Is Fred a fireman? M. (policeman)
M. No, he isn't. He's a policeman.

F. Are the lessons easy? M. (hard)
M. No, they're not. They're hard.

F. Now, you follow the example:

M. Is the girl happy?	F. (sad) ....
M. Is that a desk?	F. (table) ....
M. Is Fred a fireman?	F. (policeman) ....
M. Are the lessons easy?	F. (hard) ....
F. Are you well?	M. (sick) ....
F. Is Miss Nelson a teacher?	M. (nurse) ....
F. Is Mr. Jones a book?	M. (mechanic) ....
F. Are the chairs new?	M. (old) ....
M. Are the women late?	F. (early) ....
M. Am I early?	F. (late) ....
M. Are the students present?	F. (absent) ....
M. Are the children hungry?	F. (thirsty) ....
M. Are you a doctor?	F. (dentist) ....

M. Now, you give a short answer with "no," and make another statement of your own. You think of what to say.

M. For example:

F. Is the magazine new?	M. No, it isn't. It's old.

F. Now you answer:

M. Is the magazine new?	....
M. Is Mr. Harper a doctor?	....
M. Is Miss Hill a teacher?	....
M. Is Mr. King a soldier?	....
F. Is the key on the desk?	....
F. Are the boys early?	....
F. Are the girls happy?	....
F. Is today Saturday?	....

M. This ends the lesson.

COLUMBUS

by Joaquin Miller

It is difficult for modern Americans to apprecate fully the debt we owe Columbus. As you read this poem, try to imagine what it would be like to cross the Atlantic, not knowing what lay ahead; before there were any ocean liners, submarines, or airplanes. What kind of man would attempt such a voyage?

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now must we pray,
For, lo! the very stars are gone,
Brave Admiral, speak; what shall I say?"
"Why, say: 'Sail on, sail on! and on!' "

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home: a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
"If we sight naught but seas at dawn?"
"Why, you shall say, at break of day:
'Sail on! Sail on! and on!' "

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget the way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l, speak and say —"
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
"This mad sea shows its teeth tonight;
He curls his lip, he lies in wait
With lifted teeth as if to bite:
Brave Adm'r'l, say but one good word;
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on! sail on! and on!"

Then pale and worn, he paced the deck
And peered through darkness, Ah that night
Of all dark night! and then a speck —
A light! A light! At last a light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its greatest lesson: "On! sail on!"

QUIZ #2

LISTENING PRACTICE: /s/ /z/ and /iz/

Take your answer sheet. Write your name, the date and Quiz #2 at the top of your page. Make two columns. Number from 1 to 20 on each column.
You will hear forty words, some of which end in the /s/ sound, some in the /z/ sound, and some in /iz/. Write "s" or "z" or "iz" for each word—whichever ending you think you hear.
Listen carefully:

		ans.			*ans.*
1.	sticks	s	1.	flies	z
2.	hats	s	2.	roses	iz
3.	stoves	z	3.	stops	s
4.	pens	z	4.	nurses	iz
5.	watches	iz	5.	books	s
6.	misses	iz	6.	doors	z
7.	beds	z	7.	stairs	z
8.	hopes	s	8.	offices	iz
9.	wishes	iz	9.	leaves	z
10.	lakes	s	10.	pages	iz
11.	pens	z	11.	windows	z
12.	sizes	iz	12.	classes	iz
13.	hills	z	13.	names	z
14.	seats	s	14.	sentences	iz
15.	shows	z	15.	friends	z
16.	boys	z	16.	dentists	s
17.	stops	s	17.	desks	s
18.	keys	z	18.	engineers	z
19.	classes	iz	19.	oranges	iz
20.	churches	iz	20.	socks	s

M. Tape B-3-V

REVIEW OF FUTURE TENSE WITH "GOING TO"
REVIEW OF QUESTIONS AND ANSWERS
ORDINAL NUMBERS, FINAL "S"

M. Listen:

F. Is it raining?
M. It is going to rain next week?

F. Are the girls listening to the teacher?
M. Are the girls going to listen to the teacher tomorrow?

F. Is Mrs. Smith walking?
M. Is Mrs. Smith going to walk tomorrow?

F. Is Mr. Jones leaving?
M. Is Mr. Jones going to leave tomorrow?

F. Now, follow the example. Change these to "going to" questions and add the word "tomorrow."

M. Is it raining? ....
M. Are the girls listneing to the teacher? ....
M. Am I writing? ....
M. Is Mrs. Smith walking? ....
F. Is Mr. Jones leaving? ....
F. Is it snowing? ....
F. Is Mr. Grant resting? ....
F. Are we reading? ....
F. Am I playing? ....

M. Listen:

F. Are the students going to study tomorrow?
M. Yes, they're going to study.

F. Are you going to leave?
M. Yes, I'm going to leave.

F. Is Mr. King going to arrive next week?
M. Yes, he's going to arrive.

F. Is it going to rain?
M. Yes, it's going to rain.

F. Now you answer:

M. Are the students going to study tomorrow? ....
M. Are you going to leave? ....
M. Is Mr. King going to arrive next week? ....
F. Is it going to rain? ....
F. Is Mrs. Lowry going to visit the class? ....
F. Are we going to study arithmetic? ....
M. Is the bell going to ring? ....
M. Is the child going to cry? ....
M. Are you going to open the book? ....

F. Listen:

M. arrive tomorrow	F. She's going to arrive tomorrow.
M. eat now	F. She's going to eat now.
M. help next week	F. She's going to help next week.
M. work next month	F. She's going to work next month.

M. Now, follow the example:

F. arrive tomorrow ....
F. eat now ....
F. help next week ....
M. work next month ....
M. walk now ....
M. write tomorrow evening ....
F. sit down now ....
F. practice next week ....
F. study Wednesday ....
M. sing next Friday ....
M. stand up now ....
M. listen now ....
F. stay home next week ....
F. graduate in four years ....

M. The final "s" sounds. Listen and repeat:

F. As time passed, more and more towns grew up along the shores and waterways.
....
F. It was hard to send letters in those days. ....
F. The roads were paths through the woods. ....
F. Most of the mail went by boats to towns. ....
M. In bad winds, boats often went down. ....
M. Settlers had to find better ways to send letters. ....
M. Towns and cities grew up in the West. ....
M. As new roads were made, stagecoaches carried letters. ....
F. You could buy stamps at post offices. ....
F. Letters went across the United States. ....
F. Trucks take them to post offices. ....

M. Listen:

F. water in the glass
M. Is there water in the glass?
Yes, there is.

F. a key on the desk
M. Is there a key on the desk?
Yes, there is.

F. a lot of chalk in the classroom
M. Is there a lot of chalk in the classroom?
Yes, there is.

F. a lot of boys in the gym
M. Are there a lot of boys in the gym?
Yes, there are.

F. some paper in the store
M. Is there some paper in the store?
Yes, there is.

F. Now follow the example. Ask the question; then answer with "yes."

M. water in the glass
M. a key on the desk
M. a lot of chalk in the classroom
F. a lot of boys in the gym
F. some paper in the store
F. pencils in the box
F. a ball game tonight

M. Listen:

F. What's in the box?	M. There are pencils in the box.
F. What's in the park?	M. There are some trees in the park.
F. What's on the desk?	M. There's a telephone one the desk.
F. What's in the office?	M. There's a desk in the office.

F. Now you give your own answers. Begin your answers with "There's" or "There are."

M. What's in the box?
M. What's in the park?
M. What's on the desk?
M. What's in the office?
F. What's at the movies?
F. What's at the gym?

F. What's in the garden? ....

F. What's on the blackboard? ....

M. What's on the menu? ....

M. What's in the bottle? ....

F. Listen:

M.	There's a girl in the class.	F.	Is there a girl in the class?
M.	There are ten rooms in the house.	F.	Are there ten rooms in the house?
M.	There's a library downtown.	F.	Is there a library downtown?
M.	There's a name in the book.	F.	Is there a name in the book?

M. Now you change these sentences to questions:

F. There's a girl in the class. ....

F. There are ten rooms in the house. ....

F. There's a library downtown. ....

F. There's a name in the book. ....

M. There are seven days in a week. ....

M. There are a lot of trees in town. ....

M. There are two hundred pages in the book. ....

M. There's some ink in the bottle. ....

F. There's a lot of paper on the desk. ....

F. There are a lot of exercises in the lesson. ....

F. There are a lot of words on that page. ....

F. There's a coat here. ....

M. There's a window in the classroom. ....

M. There's a key on the desk. ....

M. There are some flowers in the park. ....

F. Let's review the pronunciation of numbers. Listen carefully to the endings.

F. Listen and repeat:

M. first ....

M. second ....

M. third ....

M. fourth ....

M. fifth ....

M. sixth ....

M. seventh ....

F. eleventh ....

F. twelfth ....

F. thirteenth ....

F. fourteenth ....

F. fifteenth ....

F. sixteenth ....

F. seventeenth ....

M. eighth ....
M. ninth ....
M. tenth ....

F. eighteenth ....
F. nineteenth ....
F. twentieth ....

M. Listen and repeat:

F. That's lesson one. ....
F. That's the first lesson. ....
M. Lesson two is easy. ....
M. The second lesson is easy. ....
F. Lesson three is short. ....
F. The third lesson is short. ....
M. Lesson four is hard. ....
M. The fourth lesson is hard. ....
F. There are five boys in the room. ....
F. The fifth boy is Tom. ....
M. There are six girls in the room. ....
M. The sixth girl is Mary. ....
F. There are seven days in a week. ....
F. The seventh day is Sunday. ....
M. This is lesson eight. ....
M. This is the eighth lesson. ....
F. There are nine teachers in the school. ....
F. The ninth teacher is Miss Norton. ....
M. There are ten houses on that street. ....
M. My house is the tenth house. ....

F. Listen:

M. one F. first
M. two F. second
M. three F. third
M. four F. fourth

M. Now you follow the example:

F. one ....
F. two ....
F. three ....
M. four ....
M. five ....

M. seven ....
M. four ....
M. two ....
M. one ....
M. ten ....

M. six ....

F. seven ....

F. eight ....

F. nine ....

F. ten ....

F. eleven ....

F. nineteen ....

F. twenty ....

F. five ....

F. three ....

M. Listen:

F. I'm leaving tomorrow.
M. When are you leaving?

F. He's going to arrive next week.
M. When is he going to arrive?

F. They're going to study the day after tomorrow.
M. When are they going to study?

F. The class is at six o'clock.
M. When is the class?

F. Now you ask the questions. Begin with "When."

M. I'm leaving tomorrow. ....

M. He's going to arrive next week. ....

F. They're going to study the day after tomorrow. ....

F. The class is at six o'clock. ....

M. Listen:

F. The book is on the table. M. Where's the book?
F. The boys are in the classroom. M. Where are the boys?

F. Now you ask the questions. Begin with "Where."

M. The book is on the table. ....

M. The boys are in the classroom. ....

F. The girl is going to town. ....

F. They're studying in the library. ....

M. Listen:

F. I'm feeling fine. M. How are you feeling?
F. He's sick. M. How is he?

F. Now you ask the question. Begin with "how."

M. I'm feeling fine. ....?

M. He's sick. ....?

F. They're doing well in school. ....?

F. I'm going to town by car. ....?

M. Listen:

F. He's late because he's sick. M. Why is he late?

F. He's running because he's hungry. M. Why is he running?

F. Now you ask the question. Begin with "Why."

M. He's late because he's sick. ....?

M. He's running because he's hungry. ....?

F. She's singing because she's happy. ....?

F. He's studying because he's a good student. ....?

M. Now you follow the example and ask the questions:

F. You are going to leave tomorrow. M. When ....?

F. The book is on the table. M. Where ....?

F. He's feeling well. M. How ....?

M. He's late because he's sick. F. Why ....?

M. Mother's coming tonight. F. When ....?

M. I'm rushing because I'm late. F. Why ....?

M. I'll get home by bus. F. How ....?

M. This ends the lesson.

M. Tape S-20-V

LISTENING PRACTICE
ADJECTIVES: COMPARATIVE FORMS

M. Listen carefully to this short stroy.

F. Many years ago there lived a rich man who wished to do something for the people in his village. First, however, he wanted to find out whether they deserved his help.

In the center of the main road in the village, he placed a very large stone. Then he hid nearby and waited to see what would happen. Soon there passed an old farmer with his cow.

"What fool put this big stone right in the center of the road?" said the farmer, but he made no effort to remove the stone. Instead, with some difficulty, he passed around the stone and continued on his way. Another man came along and the same thing happened; then another came, and another, and another. All of them complained about the stone in the center of the road but none of them took the time or the trouble to remove it. Toward evening, a young man came along. He was honest and hard working. He saw the stone and said to himself:

"The night will be dark. Some stranger or a neighbor will come along in the dark and strike against the stone and hurt himself."

The young man began to remove the stone. He had to push and pull with all his strength to move it to one side. But, imagine his surprise, when under the stone he found a bag full of money and this message:

"This money is for whatever honest man first removes this stone from the road."

M. Now answer the following with complete sentences:

M. Did this story take place recently or many years ago? ....
M. Was the man who placed the stone in the road a rich man or a poor man? ....
M. In what part of the road did he place the stone? ....
M. What did he do after he placed the stone in the road? ....
M. Did he hide nearby or far away? ....
F. Who soon passed by? ....
F. What did the old farmer say when he saw the stone? ....
F. Did the farmer make little effort or no effort to remove it? ....
F. What happened when a second man came along? ....
F. Who came along toward evening? ....
M. What did the young man say to himself? ....
M. What kind of young man was he? ....
M. Did he remove the stone easily or did he have to push and pull with all his strength? ....
M. What did he find under the stone? ....
M. What message did he also find under the stone? ....

F. Listen:

M. John is a tall boy. John is taller than William. John is the tallest boy in the class. Mr. Smith is an old man. Mr. Smith is older than Mr. Reese. Mr. Smith is the oldest man in our village. Today is a warm day. Today is a warmer day than yesterday. Today is the warmest day of the month.

F. Mary is an intelligent girl. Mary is more intelligent than Helen. Mary is the most intelligent girl in our class.

M. This is an interesting book. This is a more interesting book than that book. This is the most interesting book that I have.

F. He is a good student. He is a better student than Henry. He is the best student in the class. She is a bad student. She is a worse student than Margaret. She is the worst student in the class.

M. Listen:

F. John is as tall as Henry. M. John is taller than Henry.
F. New York is as large as Chicago. M. New York is larger than Chicago.
F. Mary is as pretty as her sister. M. Mary is prettier than her sister.

F. Now you follow the example. Use the comparative adjective:

M. John is as tall as Henry. F. Taller ....
M. New York is as large as Chicago. F. Larger ....
M. Mary is as pretty as her sister. F. Prettier ....
M. He is as old as I am. F. Older ....
M. This book is as good as the other one. F. Better ....
F. It is as cold today as it was yesterday. M. Colder ....
F. This exercise is as easy as the last one. M. Easier ....
F. This summer is as hot as last summer. M. Hotter ....
F. John is as intelligent as Henry. M. More intelligent ....
F. This book is as interesting as the other one. M. More interesting ....
M. These exercises are as difficult as the last ones. F. More difficult ....
M. This street is as wide as Main Street. F. Wider ....
M. The weather today is as bad as it was yesterday. F. Worse ....
M. Helen is as tall as her mother. F. Taller ....
M. They are as busy as we are. F. Busier ....
F. Your pronunciation is as good as John's. M. Better ....
F. This lesson is as long as the last one. M. Longer ....
F. He is as young as I am. M. Younger ....
F. These flowers are as beautiful as those. M. More beautiful ....
F. August was as hot as July. M. Hotter ....
F. This chair is as comfortable as that one. M. More comfortable ....

F. Exchange headphones please.

F. Listen:

M. Comfortable chair F. Is this a comfortable chair?
M. Yes it is. But I think that chair is more comfortable than this one.

M. Pretty picture F. Is this a pretty picture?
M. Yes it is. But I think that picture is prettier than this one.

M. Long room F. Is this a long room?
M. Yes it is. But I think that room is longer than this one.

M. Easy lesson F. Is this an easy lesson?
M. Yes it is. But I think that lesson is easier than this one.

F. Odds ask; evens answer:

M. Comfortable chair ....?
M. Pretty picture ....?
M. Long room ....?
F. Easy lesson ....?
F. Important book ....?
F. Good book ....?

M. Now the evens ask; the odds answer:

F. High mountain ....?
F. Simple book ....?
F. Fast car ....?
M. Beautiful flower ....?
M. Good house ....?
M. Tall building ....?
M. Difficult book ....?

F. Listen:

M. Pretty picture F. Is that a pretty picture?
M. Yes it is. But I think this picture is prettier than that one.

M. Fast car F. Is that a fast car?
M. Yes it is. But I think this car is faster than that one.

M. Beautiful house F. Is that a beautiful house?
M. Yes it is. But I think this house is more beautiful than that one.

F. Odds ask; evens answer:

M. Pretty picture ....?
M. Fast car ....?
M. Beautiful house ....?
F. Important word ....?
F. Beautiful chair ....?

M. Evens ask; odds answer:

F. Heavy book ....?
F. Good picture ....?
F. Comfortable house ....?
F. Good car ....?

M. Short pencil ....?

M. Simple problem ....?

M. Easy book ....?

F. Exchange headphones please.

M. Listen:

F. Good	M. This is better.
F. Important	M. This is more important.
F. Nice	M. This is nicer.

F. Now you follow the example. Give the comparative form:

M. Good ....

M. Important ....

M. Nice ....

F. Good ....

F. Pretty ....

F. Smart ....

M. High ....

M. Beautiful ....

M. Good ....

F. Easy ....

F. Fast ....

F. Expensive ....

M. Good ....

M. Long ....

M. Good ....

F. Short ....

F. Simple ....

M. This ends the lesson.

D-6-V

COMPARISON OF ADJECTIVES

Positive	*Comparative*	*Superlative*
old	older	oldest
small	smaller	smallest
beautiful	more beautiful	most beautiful

Use the comparative. Include the word than:

1. Helen is ....(young) .... Mary. (younger than)
2. This book is ....(interesting) .... that one.
3. Oranges are ....(sweet) .... lemons.
4. The weather today is ....(warm) .... it was yesterday.
5. The exercise is ....(easy) .... the last one.
6. Helen is ....(intelligent) .... her sister.
7. The month of February is ....(cold) .... the month of March.
8. I am ....(tired) .... I was last night.
9. Our classroom is ....(large) .... your classroom.
10. This lesson is ....(long) .... the next one.
11. You seem to be ....(busy) today .... you were yesterday.
12. To be New York City is ....(interesting) .... Washington.
13. Park Avenue is ....(wider) .... Main Street.
14. This book is ....(good) .... the last one.
15. The month of February is ....(short) .... the month of March.
16. The sea looks ....(peaceful) today .... it looked yesterday.
17. Your pronunciation is ....(good) .... John's.
18. Prices are ....(high) this year .... they were last year.
19. The Mississippi River is much ....(deep) in some places .... in others.
20. These flowers are ....(beautiful) .... those in your garden.

THE VILLAGE BLACKSMITH

— Henry Wadsworth Longfellow

Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'r he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measure beat and blow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise
He needs must think of her once more,
How in the grave she lies;
And with he hard rough hand he wipes
A tear out of his eyes.

Toiling - rejoicing - sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught.
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.

SECOND WEEK ENRICHMENT

ADJECTIVES AND ADVERBS — COMPARISON

1. John is .... (tall) .... his brother.
2. This book was .... (expensive) .... that one.
3. Helen is not .... (old) .... I.
4. She can speak English .... (good) .... the teacher.
5. John can't swim .... (fast) .... I.
6. I came .... (soon) .... possible.
7. I did .... (good) .... I could on the examination.
8. The boy ran home .... (fast) .... his legs could carry him.
9. Telephone me .... (soon) .... you get home.
10. I don't think it is .... (cold) .... it was yesterday.
11. He came .... (quick) .... he could.
12. She can do the work .... (easy) .... I.
13. I am not .... (tired) .... I was yesterday.
14. She doesn't work .... (hard) .... the other students.
15. Your pronunciation is certainly .... (good) .... mine.
16. We go to the movies .... (often) .... we can.
17. Naturally, I cannot speak English .... (rapid) .... the teacher.
18. I do my homework .... (careful) .... I can.

19. She plays the piano .... (beautiful) .... anyone I have ever heard.

20. He is almost .... (rich) .... Rockefeller.

21. She visits us .... (often) .... she can.

22. I telephoned to you .... (soon) .... I could.

COMPARATIVE FORM OF ADJECTIVES

In the blanks at the right, write the comparative form of the adjectives in parenthesis. Include the word *than.* REMEMBER YOUR RULES:

1. Helen is (young) Mary. ....
2. This book is (interesting) that one. ....
3. Oranges are (sweet) lemons. ....
4. The weather today is (warm) it was yesterday. ....
5. This exercise is (easy) the last one. ....
6. Helen is (intelligent) her sister. ....
7. The month of February is (cold) the month of March. ....
8. I am (tired) I was last night. ....
9. Our classroom is (large) your classroom. ....
10. This lesson is (long) the next one. ....
11. You seem to be (busy) today you were ye yesterday. ....
12. To me New York City is (interesting) Washington. ....
13. Park Avenue is (wide) than Fifth Avenue. ....
14. This book is (good)* the last one I read. ....
15. The month of February is (short) the month of March. ....
16. The sea looks (peaceful) today it looked yesterday. ....
17. Your pronunciation is (good) John's. ....
18. Prices are (high) this year they were last year. ....
19. The Mississippi River is much (deep) in some places in others. ....
20. These flowers are (beautiful)those in your garden. ....

COMPARISON OF ADJECTIVES

Change these adjectives to their comparative and superlative forms:

Positive	*Comparative*	*Superlative*
1. sunny	....	....
2. mighty	....	....
3. blue	....	....

4. healthy ....
5. bright ....
6. drowsy ....
7. swift ....
8. fancy ....
9. grave ....
10. sharp ....
11. hungry ....
12. proud ....
13. homely ....
14. gay ....
15. pale ....
16. juicy ....
17. plain ....
18. sorry ....
19. cheap ....
20. silly ....
21. jolly ....
22. late ....
23. dusty ....
24. cozy ....
25. crazy ....

THERE IS; THERE ARE (POSITIVE)

THERE IS and THERE ARE are important phrases in English. Use THERE IS with singular nouns; use THERE ARE with plural nouns. (Examples: *There is* a book on the table. *There are* two magazines on the desk.)

GIVE THE CORRECT FORM:

1. There (is, are) a magazine on the chair.
2. There (is, are) two men in the office.
3. There (is, are) many children in the park.
4. There (is, are) many people on the bus.
5. There (is, are) a man at the door.
6. There (is, are) seven days in a week.
7. There (is, are) twelve months in a year.
8. There (is, are) a rug on the floor.

9. There (is, are) two windows in this room.
10. There (is, are) many students in our class.
11. There (is, are) many English classes in our school.
12. There (is, are) only one chair in this room.
13. There (is, are) several pictures on the wall.
14. There (is, are) only one cloud in the sky.
15. There (is, are) two dishes on the table.
16. There (is, are) many churches in this city.
17. There (is, are) two women in Mr. Smith's office.
18. There (is, are) nobody in the room.
19. There (is, are) someone at the door.
20. There (is, are) many new words in this lesson.
21. There (is, are) a new student in our class.
22. There (is, are) a letter here for you.

THERE IS; THERE ARE (NEGATIVE)

The negative form of THERE IS and THERE ARE is gotten regularly by placing NOT after the verb. (Examples: There *is not* one cloud in the sky. There *are not* many students in our class.) In everyday conversation, however, the contractions *isn't* and *aren't* are generally used. (Examples: There *isn't* one cloud in the sky. There *aren't* many students in our class.)

CHANGE TO NEGATIVE FORM. *USE CONTRACTIONS ONLY.*

1. There are many chairs in this room.
2. There is a radio in each room.
3. There is a policeman on the corner.
4. There are many offices in that building.
5. There are many new students in our class.
6. There are many children in the park.
7. There is a typewriter in each room.
8. There are many magazines on the desk.
9. There is a window in the room.
10. There are two doors in the room.
11. There are many churches in this city.
12. There is a rug on the floor.
13. There are two men in the office.
14. There is a letter here for you.
15. There are many clouds in the sky.
16. There are many new words in this lesson.
17. There is a mouse in this room.
18. There is one girl in our class.

19. There are many exercises in this lesson.
20. There is a library in this building.
21. There are two telephones in the office.
22. There is a blackboard in our classroom.

THERE IS ; THERE ARE (QUESTION FORM)

The question form of THERE IS and THERE ARE is gotten regularly by placing the verb before the word *there.* (Examples: *Is there* a pencil on the desk? *Are there* many students in your class? How many days are there in a week?)

CHANGE TO QUESTIONS:

1. There is a policeman on the corner.
2. There are many students in our class.
3. There is a typewriter in each class.
4. There is a window in each room.
5. There is a letter here for you.
6. There are many clouds in the sky today.
7. There are several new words in this lessoon.
8. There is a library in this building.
9. There is no blackboard in our classroom.
10. There are two telephones in the office.
11. There is a mouse in the room.
12. There are many churches in this city.
13. There is a rug on the floor.
14. There are many birds in the tree.
15. There are several magazines on the table.
16. There is a radio in every room.
17. There is only one chair in the room.
18. There are only two dishes on the table.
19. There are many English classes in our school.
20. There are twelve months in a year.
21. There are only a few people on the bus.
22. There are several pictures on the wall.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice making indirect statements. Provide pronunciation practice with final "s" consonants. Listening and follow-up to a short story.	Explain and teach the change from direct quotation to indirect statement. Script *S-21-V* has pattern samples. Oral and/or written drills may be helpful. See *P-5-V, PP-7-V Speak-Sh.* See *Regents I*, page 49. See *Regents II*, page 98. Consider reading a short selection with written follow-up.	Listening practice with follow-up comprehension check; pattern-drills requiring changes from direct to indirect statements; word and sentence drills involving final consonant clusters with /s/, /z/, and /iz/ endings. Independent recording practice with *Hiawatha.*	Tape *S-21-V:* Indirect Statements Final "s" Clusters Short Story Speak-Sheets *P-5-V, PP-7-V* *Hiawatha* *Regents I and II*
SESSION 2	Provide pronunciation review of vowel sounds.	Script *P-12-V* has suggested exercises for vowel contrasts included in the lesson. Consider the kinds of written quizzes in #3, #4, #9. Try dictation of minimal pairs used in sentences, with the students writing the single word (to promote discrimination).	Recognition, discrimination, & production of vowel contrasts: /i/:/e/ /e/:/ae/ /u/:/uw/ /i/:/iy/ in minimal pairs and sentences. Review *Hiawatha.*	Tape *P-12-V:* Pronunciation Review Drills: Vowel Sounds *Hiawatha*
SESSION 3	Provide speaking practice for idiomatic verb phrases, "used to," "going to." Pronunciation review: final "ce," /s/ sounds.	Reinforce understanding of time concept in past and future tense changes (oral and written drills). Script *22-V* has suggested patterns and content. See *English This Way #1*, pp. 74-85; *#3*, p. 21.	Short story (Robert Bruce and the Spider), with follow-up comprehension questions; pattern drills involving "going to" and "used to" substitutions; dialogue participation with the foregoing; review of "nce" word endings, and final "s" using minimal pairs. Introduce *Barbara Frietchie.*	Tape *S-22-V:* Used to, Going to, Final "nce," /s/ *English This Way #1, 3* *Barbara Frietchie*

Week's Lessons Follow

M. Tape S-21-V

INDIRECT STATEMENTS — REVIEW PRONUNCIATION
FINAL CONSONANT CLUSTERS — FINAL 'S'

M. A Letter to a Sweetheart

M. Listen carefully to this short story:

A LETTER TO A SWEETHEART

F. One day a young man was writing a letter to his sweetheart who lived just a few miles away in a nearby town. Among other things, he was telling her how much he loved her and how wonderful he thought she was. The more he wrote, the more romantic he became. Finally, he said that in order to be with her he would be willing to suffer the greatest difficulties, he would face the greatest dangers that anyone could imagine. In fact, he said, to spend only one minute with her, he would climb the highest mountain in the world, he would swim across the widest river, he would enter the deepest forest and with his bare hands fight against the fiercest animals.

He finished the letter, signed his name, and then suddenly remembered that he had forgotten to mention something quite important. So, he added at the bottom of the letter: Sweetheart, I'll be over to see you on Wednesday night — if it doesn't rain.

M. To whom was the young man writing? ....

M. Did his sweetheart live far away or nearby? ....

M. Among other things, what was he telling her? ....

M. Did he become more or less romantic the more he wrote? ....

M. Did he promise to suffer great difficulties or little difficulties in order to be with her? ....

F. What kind of dangers was he ready to face? ....

F. To spend only one minute with her, what mountain was he ready to climb? ....

F. What river was he ready to swim? ....

F. What did he add to his letter? ....

F. Did he promise to visit her no matter what happened? ....

F. What did he say would stop him from visiting her? ....

M. Indirect statements:

M. Listen:

F. Helen said, "I don't feel well."
M. Helen said that she didn't feel well.
F. John said, "I'll be back before noon."
M. John said that he would be back before noon.
F. She said, "I cannot speak Spanish."

M. She said that she couldn't speak Spanish.
F. The boy said, "My first name is Paul."
M. The boy said that his first name was Paul.

F. Now you change the following from direct to indirect speech. ABCD.

M. Helen said, "I don't feel well." ....
F. Helen said that she didn't feel well.

M. John said, "I'll be back before noon." ....
F. John said that he'd be back before noon.

M. She said, "I cannot speak Spanish." ....
F. She said that she couldn't speak Spanish.

M. The boy said, "My first name is Paul." ....
F. The boy said that his first name was Paul.

M. Now let's continue:

F. Bill said, "I've read the book." ....

M. Mary said, "It's going to rain." ....

F. The girls said, "We are going to the movies." ....

F. The teacher said, "Everyone has to write a composition." ....

F. John said, "I don't know how to do this." ....

F. William said, "I can tell them by telephone." ....

M. Now let's go back to ABCD and you may check yourself.

F. Mike said, "I like to work here." ....
M. Mike said that he liked to work here.

F. The man said, "I have no money." ....
M. The man said that he had no money.

F. The girl said, "The plane will be an hour late." ....
M. The girl said that the plane would be an hour late.

F. She said, "It will arrive at five o'clock." ....

F. Now try it on your own again:

M. The doctor said, "John is a very sick boy." ....

M. Mary said, "I know his name." ....

M. Mr. Smith said, "I am too busy to leave." ....

M. John said, "It is getting late." ....

M. He said, "We will have to hurry." ....

F. Listen:

M. John asked, "Where does Mary live?"
F. John asked where Mary lived.
M. He asked me, "How do you like Phoenix?"
F. He asked me how I liked Phoenix.
M. He asked me, "Where do you live?"
F. He asked me where I lived.
M. She asked me, "Are you going with them?"
F. She asked me whether I was going with them.
M. Mr. Smith asked me, "Where are you going?"
F. Mr. Smith asked me where I was going.

M. Now you change the following from direct to indirect speech:

F. John asked, "Where does Mary live?" ....
F. He asked me, "How do you like Phoenix?" ....
F. He asked me, "Are you going with them?" ....
F. Mr. Smith asked me, "Where are you going?" ....
M. He asked her, "What is your name?" ....
M. He asked her, "Where do you work?" ....
M. The man asked me, "How old are you?" ....
M. I asked her, "What time is it?" ....
M. I also asked her, "Where are you going?" ....
M. The teacher asked, "Where is John?" ....

F. Pronunciation drill:

F. Listen and repeat:

M. stops ....
M. keeps ....
M. sleeps ....
M. hopes ....
M. writes ....
M. sits ....
F. sits ....
F. let's ....
F. gets ....
F. takes ....
F. checks ....
F. makes ....
M. talks ....
M. laughs ....
M. coughs ....
M. stuffs ....
M. telegraphs ....

F. Listen closely for endings. Listen and repeat:

M. He usually stops work at noon and sleeps for an hour. ....
M. She sits in the park everyday and waits for her friends. ....
M. He always walks and talks with me. ....
M. She always laughs at us. ....

M. These shops don't sell maps. ....

F. She's always at least ten minutes late for dates. ....

F. Thanks for my books. ....

F. These are my friend's handkerchiefs. ....

F. The births and deaths are recorded in the city hall. ....

M. Listen and repeat:

F. names ....

F. towns ....

F. songs ....

F. walls ....

M. smiles ....

M. cars ....

M. stairs ....

M. ears ....

F. times ....

F. pens ....

F. things ....

F. rings ....

M. schools ....

M. pencils ....

M. letters ....

M. chairs ....

F. Listen and repeat:

M. How many times have you played these games? ....

M. These signs say there are telephones in this drugstore. ....

M. The walls of these schools are made of brick. ....

M. Do you get many letters from your sisters and brothers? ....

F. Listen:

M. Where does he work?

F. I don't know where he works.

M. What time is it?

F. I don't know what time it is.

M. Where is Mr. Smith?

F. I don't know where Mr. Smith is.

M. Is he in his office?

F. I don't know whether he is in his office.

M. Did he leave the building?

F. I don't know whether he left the building.

M. Now, you answer. Begin with "I don't know." ABCD.

F. Where does he work?	M. I don't know where he works. ....
F. What time is it?	M. I don't know what time it is. ....
F. Where is Mr. Smith?	M. I don't know where Mr. Smith is. ....
F. Is he in his office?	M. I don't know whether he is in his office. ....

F. Now you answer on your own:

M. Did he leave the building? ....

M. Where is his secretary? ....

M. What time will she be back? ....

M. Where does Helen live? ....

F. Does Bill speak Spanish? ....

F. Is she a good student? ....

F. Does she get good marks? ....

M. Let's try so that you may check yourself. ABCD.

F. Is it four o'clock yet?	M. I don't know whether it's four o'clock yet. ....
F. What is the date today?	M. I don't know what the date is today. ....
F. Does the bus stop here?	M. I don't know whether the bus stops here. ....
F. Where does it stop?	M. I don't know where it stops. ....

F. Listen and repeat:

M. robs ....

M. rubs ....

M. describes ....

M. grabs ....

F. leads ....

F. reads ....

F. decides ....

F. rides ....

M. digs ....

M. brags ....

M. begs ....

M. hugs ....

F. believes ....

F. lives ....

F. leaves ....

F. arrives ....

M. breathes ....

M. bathes ....

M. smooths ....

F. Listen closely for final sounds. Listen and repeat:

M. The teacher always gives him a book when he arrives. ....

M. Bob's sister has two jobs. ....

F. Both the dog's legs are hurt. ....

F. It seems that he always comes to class late. ....

M. She always hears the news on the radio. ....

M. The postman always rings the doorbell when he brings us letters. ....

F. This ends the lesson.

M. Tape P-12-V

PRONUNCIATION, REVIEW DRILLS — VOWEL SOUNDS

M. These drills will be rapid. Listen closely, speak in a strong, clear voice.

M. Listen and repeat:

F. it .... M. it ....
F. met .... M. met ....
F. at .... M. at ....
F. but .... M. but ....
F. not .... M. not ....
F. taught .... M. taught ....
F. foot .... M. foot ....
F. see .... M. see ....
F. say .... M. say ....
F. by .... M. by ....
F. boy .... M. boy ....
F. now .... M. now ....
F. no .... M. no ....
F. do .... M. do ....
F. ear .... M. ear ....
F. their .... M. their ....
F. her .... M. her ....
F. are .... M. are ....
F. or .... M. or ....
F. poor .... M. poor ....

F. Listen for the short 'i' sound, as in *it, sit, fit, live.* Tell me which word does *not* have the /i/ sound — first, second, third, or fourth:

M. it - it - eat - it .... F. (3rd)
M. sit - seat - sit - sit .... F. (2nd)
M. fit - fit - fit - feet .... F. (4th)
M. live - leave - live - live .... F. (2nd)
F. his - his - he's - his .... M. (3rd)
F. fill - feel - fill - fill .... M. (2nd)
F. did - did - did - deed .... M. (4th)

F Now I'll say "eat," you say "it." I'll say "leave," you say "live."

F. eat ....
F. seat ....
F. feet ....
F. leave ....
F. deed ....
M. he's ....
M. steel ....
M. feel ....
M. eat ....
M. he's ....

F. Listen and repeat:

M This is it. ....
M. The children are big. ....
M. His sister is busy. ....
M. Which children did it? ....
M. Is it his? ....
F. She's thin. ....
F. I need some ink. ....
F. It's green. ....
F. We will listen to him sing. ....
F. This building has seventeen windows. ....

M. Listen for the short double 'o' sound, as in *put, foot, wood, could, book.* Listen. Tell me which word does *not* have the /u/ sound — first, second, third, or fourth.

F. full - full - fool - full .... M (3rd)
F. pull - pool - pull - pull .... M. (2nd)
F. soot - soot - soot - suit .... M. (4th)
F. could - could - cooed - could .... M. (3rd)
M. would - wooed - would - would .... F. (2nd)
M. should - shoed - should - should .... F. (2nd)
M. look - look - Luke - look .... F. (3rd)

M. Listen and repeat:

F. put ....
F. good ....
F. book ....
F. woman ....
F. foot ....
F. could ....
F. should ....
F. would ....
M. wood ....
M. wool ....
M. couldn't ....
M. shouldn't ....
M. wouldn't ....
M. cook ....
M. woolen ....
M. push ....

F. I'll say "pool," you say "pull." I'll say "Luke," you say "look."

F. pool ....
F. Luke ....
F. fool ....
F. cooed ....
F. suit ....
M. stewed ....
M. shoed ....
M. wooed ....
M. who'd ....

F. Listen and repeat:

M. Would this be a good book? ....
M. He shouldn't have stood on that foot. ....
M. She took the book and put it away. ....
F. Look at that pretty woman. ....
F. Good luck. ....
F. Put your books on the table. ....
F. Is that a good cook book? ....
M. It's his school book. ....
M. All our rooms are full. ....
M. Is your book in your room? ....
M. Take a look at this book. ....

F. Listen and repeat:

M. check ....
met ....
else ....
yes ....

F. sat ....
cash ....
back ....
dad ....

M. met - mat ....
bed - bad ....
said - sad ....
head - had ....

F. mat - met ....
bad - bed ....
sad - said ....
had - head ....

M. men ....
send ....
hem ....
ham ....

F. am ....
and ....
land ....
them ....

M. ham - him ....
sand - send ....
man - men ....
jam - gem ....

F. hem - ham ....
send - sand ....
men - man ....
gem - jam ....

M. Listen and repeat:

F. This bread is better. ....
F. I get a check-up every year. ....
F. Betty is never ready on time. ....
F. Answer the question. ....
M. I'm glad he's my friend. ....
M. I went to bed about eleven. ....
M. He's ready for class. ....
M. She's a friend of my family. ....

M. I guess he's happy. ....

F. The doctor is examining his head and chest. ....

F. I went to bed about eleven. ....

F. The book is red, yellow and black. ....

F. Please get me some apples and bananas. ....

F. I went to answer the next question. ....

M. pet - pat ....

M. said - sad ....

M. lend - land ....

F. mess - mass ....

F. met - mat ....

F. spend - spanned ....

M. dead - Dad ....

M. net - gnat ....

M. N - an ....

M. peck - pack ....

M. then - than ....

M. set - sat ....

F. neck - knack ....

F. merry - marry ....

F. bed - bad ....

M. beg - bag ....

M. very - vary ....

M. led - lad ....

M. M - am ....

F. Pass the jelly, Ed. ....

M. Getback exactly at midnight, Ted. ....

F. Let's ask Mack's friends. ....

M. Listen very carefully and repeat:

F. pit - pet - pat ....

F. sit - set - sat ....

F. lid - led - lad ....

F. nick - neck - knack ....

F. knit - net - gnat ....

F. bin - Ben - ban ....

F. mirror - merry - marry ....

F. miss - mess - mass ....

F. did - dead - Dad ....

F. pick - peck - pack ....

F. mitt - mat - met ....

F. is - says - has ....

F. pin - pen - pan ....

F. dribble - rebel - rabble ....

M. pat - pet - pit ....

M. set - sit - sat ....

M. led - lad - lid ....

M. knack - nick - neck ....

M. gnat - knit - net ....

M. Ben - bin - ban ....

M. mass - mess - miss ....

M. dead - did - Dad ....

M. pick - pack - peck ....

M. mat - met - mitt ....

M. has - says - is ....

M. in - N - an ....

F. Listen and repeat:

M. saw - sore ....
M. caught - court ....
M. fought - fort ....
M. Shaw - shore ....

F. sore - saw ....
F. court - caught ....
F. fort - fought ....
F. shore - Shaw ....

M. Listen closely and repeat:

F. noise - knows - gnaws ....
F. toll - toil - tall ....
F. paws - poise - pose ....
F. joy - Joe - jaw ....
F. sure - shore ....
F. moor - more ....
F. tour - tore ....
F. lure - lore ....
F. phone - fawn - fun ....
F. caught - cut - coat ....
F. bust - bossed - boast ....
F. but - bought - boat ....
F. sea - say - sigh - soy ....
F. boy - by - bay - be ....
M. tail - tile - teal - toil ....
M. I'll - eel - oil - ale ....

M. gnaws - knows - noise ....
M. toil - toll - tall ....
M. pose - poise - paws ....
M. Joe - joy - jaw ....
M. shore - sure ....
M. more - moor ....
M. tore - tour ....
M. lore - lure ....
M. hall - whole - hull ....
M. wrote - rut - wrought ....
M. chuck - choke - chalk ....

F. sit - seat ....
F. met - mat ....
F. let - late ....
F. meet - mate ....
F. hat - hot ....
F. bed - bad ....
F. nut - not ....
F. not - night ....

M. lid - lead ....
M. said - sad ....
M. sell - sail ....
M. lack - lock ....
M. luck - lock ....
M. lock - like ....
M. luck - look ....
M. look - Luke ....

F. caught - coat ....
F. caught - cut ....
F. now - no ....
F. ball - boil ....
F. cud - could ....
F. could - cooed ....
F. bought - boat ....
F. loud - load ....

M. Listen and repeat:

F. sigh ....
F. Y ....
F. 5 ....
F. 9, 19, 90 ....

F. hi ....
F. high ....
M. like ....
M. my ....

M. mine ....
M. time ....
M. child ....
M. might ....

F. Friday
F. July
F. all right
F. write
F. why
F. nice
M. night
M. eye
M. fine
M. by
M. buy
M. goodbye

F. Listen closely and repeat:

M. like - lack
F. lack - like
M. like - lack - like
M. right - rat
F. rat - right
M. right - right - rat
M. night - gnat
F. gnat - night
M. gnat - night
M. fine - fan
F. fan - fine
M. fine - fan - fine
M. might - mat
F. mat - might
M. might - mat - might

F. I'll say "rat," you say "right." I'll say "fat," you say "fight."

F. rat
F. fat
F. lack
F. gnat
F. mat
F. cat
M. rat
M. fat
M. lack
M. gnat
M. mat
M. cat

F. I think Friday will be all right.
F. Would you like to watch the fight?
M. The child likes ice cream.
M. The bus will arrive at nine.

F. This ends the lesson.

M. Tape S-22-V

IDIOMATIC VERB PHRASES "USED TO," "GOING TO" PRONUNCIATION REVIEW DRILLS — FINAL 'S' SOUNDS

M. Listen carefully to the following story:

ROBERT BRUCE AND THE SPIDER

F. Robert Bruce was a famous Scottish patriot and general. In the early fourteenth century, he tried to drive the English out of Scotland. But he was unsuccessful because the English were too powerful. Finally, Bruce was forced to run away and to hide in a cave.

One day he lay on his back in his cave, thinking of the sad state of Scotland, a spider began to weave a web above his head. Simply to amuse himself, Bruce reached up and broke the web. Immediately the spider began to weave a new one. Then six times in succession Bruce broke the web, and six times the spider immediately made a new one. Bruce admired such determination. He said to himself that he would break the web the seventh time. If the spider made a new one, it would be a good lesson to him for he had been defeated six times in battle.

Bruce then broke the web, and again the spider made a new one.

From this simple incident, Bruce gained new encouragement. He again gathered an army, and this time he was successful in driving out the English.

M. Now answer these questions:

M. 1. Who was Robert Bruce? ....

M. 2. Who did he try to drive out of Scotland? ....

M. 3. Was he successful or unsuccessful in his first efforts? ....

M. 4. Were the English very weak or very powerful? ....

M. 5. What was Bruce finally forced to do? ....

M. 6. Where did he hide? ....

F. 7. What did Bruce do to amuse himself? ....

F. 8. What did the spider begin to do? ....

F. 9. How many times in succession did Bruce break the web? ....

F. 10. What did Bruce admire about the spider? ....

F. 11. What did Bruce learn from the incident? ....

F. 12. Was he finally successful or unsuccessful in driving out the English? ....

M. Listen:

F. John played basketball.	M. John used to play basketball.
F. Bill smoked very much.	M. Bill used to smoke.
F. He bought his cloths in town.	M. He used to buy.

F. Now you answer with "used to."

M. John played basketball.	F. used to play ....
M. Bill smoked very much.	F. used to smoke ....
M. He bought his clothes in town.	F. used to buy ....
M. We worked together.	F. used to work ....
F. We saw all the good movies.	M. used to see ....
F. He came by bus.	M. used to come ....
F. He walked to school.	M. used to walk ....
F. She came to class on time.	M. used to come ....
M. He helped us very much.	F. used to help ....
M. There was a large desk in this corner.	F. used to be............................
M. I went to that school.	F. used to go ....

M. We listened to the news on the radio. F. used to listen ....

M. We called them on the telephone. F. used to call ....

M. Listen:

F. He studies in our class. M. He is going to study in our class.
F. They live in Texas. M. They are going to live in Texas.
F. We eat dinner at home. M. We are going to eat dinner at home.
F. He is a marine. M. He's going to be a marine.

F. Now you change the sentences to future with "going to."

M. He studies in our class. ....
M. They live in Texas. ....
M. We eat dinner at home. ....
M. He is a marine. ....
F. They leave early in the morning. ....
F. It is a beautiful day. ....
F. He goes to Chicago by bus. ....
F. He waits for us after the lesson. ....
M. He studies hard. ....
M. He has lunch with me. ....
M. They are good students. ....
F. He meets us after work. ....
F. I get up early in the morning. ....
F. John helps us with the work. ....

M. Exchange headphones, please.

M. Listen:

F. (come) M. Will he come?
F. He used to come, but I don't think he's going to come anymore.

F. (help) M. Will he help?
F. He used to help, but I don't think he's going to help anymore.

F. (play ball) M. Will he play ball?
F. He used to play ball, but I don't think he's going to play ball anymore.

F. (help) M. Will he help?
F. He used to help, but I don't think he's going to help anymore.

F. (play ball) M. Will he play ball?
F. He used to play ball, but I don't think he's going to play ball anymore.

F. (drive)
M. Will he drive?
F. He used to drive, but I don't think he's going to drive anymore.

F. (drive)
M. Will he drive?
F. He used to drive, but I don't think he's going to drive anymore.

M. Odds ask, evens answer:

F. come ....
F. help ....
F. play ball ....
F. drive ....
M. be here ....
M. meet us ....
M. give a talk ....

F. Evens ask, odds answer:

M. stop here ....
M. help us ....
M. be here ....
M. visit us ....
F. play ball ....
F. meet us ....
F. come ....

M. Listen:

F. John played the piano.
M. John used to play the piano.
F. John is going to play the piano.

F. He came by bus.
M. He used to come by bus.
F. He is going to come by bus.

F. We walked to school.
M. We used to walk to school.
F. We are going to walk to school.

F. She came to class on time.
M. She used to come to class on time.
F. She is going to come to class on time.

M. Now the odds answer with "used to" and the evens answer with "going to."

F. John played the piano. ....
F. He came by bus. ....
F. We walked to school. ....
F. She came to class on time. ....
M. He helped us very much. ....
M. I went to that school. ....
M. He was a good student. ....
M. We called them on the telephone. ....

F. Now the evens answer with "used to" and the odds with "going to."

M. We eat dinner at 6:00. ....
M. He goes to Chicago by bus. ....
M. She studies hard. ....

M. He meets us after work. ....
F. She takes driving lessons. ....
F. I get up early in the morning. ....
F. John helps us with the work. ....

M. Exchange headphones please.

M. Pronunciation review drill:

M. Listen and repeat:

F. since .... M. once ....
F. tense .... M. sense ....
F. dance .... M. bounce ....
F. prince .... M. fence ....
F. prints .... M. prince ....
F. cents .... F. sense ....
F. tents .... M. tense ....
F. mints .... M. mince ....

M. Listen carefully for final sounds. Listen and repeat:

F. hens - hence .... M. once - one's ....
F. sins - since .... M. whence - when's ....
F. pens - pence .... M. wince - wins ....
F. Dan's - dance .... M. fence - fens ....
F. purse - purses .... M. distance - distances ....
F. nurse - nurses .... M. horse - horses ....
F. course - courses .... M. verse - verses ....
F. dance - dances .... M. fence - fences ....

F. Listen closely to final sounds. Listen and repeat:

M. yours .... F. cars .... M. shores ....
F. hers .... M. pours .... F. shares ....
M. fears .... F. peas ....

M. hers - hearse .... M. purrs - purse ....
M. fours - force .... M. fears - fierce ....

M. This ends the lesson.

HIAWATHA

by Henry Wadsworth Longfellow

(Hiawatha was born of the beautiful Wenonah. Deserted by Hiawatha's father, the West-Wind, Wenonah soon faded from loneliness and died. It was Nokomis, the grandmother, who raised Hiawatha.)

By the shores of Gitche Gumee
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine trees,
Rose the firs with cones upon them;
Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
"Hush/ the Naked Bear will hear thee/"
Lulled him into slumber, singing
"Ewa-yea/ my little owlet/"
Who is that, that lights the wigwam?
"Ewa-yea/ my little owlet/"
Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet;
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war clubs,
Flaring far away to northward
In the frosty nights of Winter;
Showed the broad white road in heaven,
Pathway fo the ghosts, the shadows.
Running straight across the heavens,
Crowded with the ghost, the shadows.
At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
"Minne-wawa/" said the pine trees,
"Mudway-aushka/" said the water.
Saw the fire-fly, Wah-Wah-taysee,
Flitting through the dusk of evening.
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sung the song Nokomis taught him;
Wah-wah-tayee, little firefly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids/"
Saw the moon rise from the water
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.
There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"Once a warrior, very angry,
Seized his grandmother, and threw her;
'Tis her body that you see there"
Saw the rainbow in the heavens,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
'Tis the heaven of flowers that you see there
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."
When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror,
"What is that?" he said, "Nokomis?"
And the good Nokomis answered:

“That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other.”
Then the little Hiawatha
Learned of every bird its language
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene’er he met them,
Called them “Hiawatha’s Chickens.”
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns.
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene’er he met them,
Called them “Hiawatha’s Brothers.”

To accompany Tape PP-7-V

FINAL “S, EZ AND Z” SOUNDS P-5-V

Put a circle around all the “s” endings you find in the following story. Then, read the story *aloud* in a strong, clear voice.

HOW OUR MAIL BEGAN

When the first man came to our country, there was no way to send letters. There was not much need for mail then because there were so few towns.

As time passed, more and more towns grew up along the shores and waterways of our land. More people began moving to different places. When they did, they wanted to write their friends back home. They wanted to tell about John’s cold, about how the crops were growing, and whether the Indians were friendly.

But it was hard to send letters in those days. The roads were not much more than paths through the woods. And often there were Indians to fight. So most of the mail went by boats to towns along the shore.

Sending mail by boats was alright sometimes. But in bad winds boats often went down. Settlers had to find better ways to send letters.

Soon towns and cities grew up in the West. Then men riding fast horses began to carry mail. This was the great Pony Express.

FINAL “S, EZ, AND Z” SOUNDS PP-7-V

Listen to your endings. Say these words clearly:

/s/	/ez/	/z/
maps, tapes, stamps	uses, places, taxes	ties
seats, lights	ashes, wishes, edges	clubs, Abe’s
checks, headaches, snakes	garages, quizzes	Ed’s, waves
roofs, staffs	matches, judges	eggs, wives
coughs, Ralph’s	notices, kisses	lathes, clothes
helps, stops, wipes	uses, oozes, buzzes	names, claims
wants, fits, rotates	rushes, cashes	songs, kings
works, takes, checks	reaches, itches	fans, Anne’s
satellites, photographs	changes, obliges	car’s, cars

Say these sentences:

John walks to school.
Mary knits her own sweaters.
The chorus sings well.
Bill wishes he could be here.
You'll find Tom downstairs.
The bank cashes checks on Mondays.
She notices the latest styles.
The judges announced the winner.

He says his head aches.
Eggs are cheaper downtown.
Joe's ties are too loud.
Do servicemen pay taxes?
The raft floats over the waves.
Most garages close on Sundays.
He helps his speech with tapes.
The satellites are taking photographs.

BARBARA FRIETCHIE

by John Greenleaf Whittier

Up from the meadow rich with corn.
Clear in the cool September morn,

The clustered spires of Federick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On that pleasant morn of the early fall
When Lee marched over the mountain-wall;

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her four score years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down;

In her attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced; the old flag met his sight.

"Halt." -- the dust-brown ranks stood fast.
"Fire." — out blazed the rifle blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word;

"Who touches a hair of yon gray head
Dies like a dog. March on," he said.

All day long through Frederick street
Sounded the tread of marching feet.

All day long that free flag tossed
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps sunset light
Shone over it with a warm good-night.

Barbara Frietchie's work is o'er,
And the rebel rides on his raids no more.

Honor to her, and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave.

Peace and order and beauty draw
Round thy symbols of light and law;

And over the stars above look down
On thy stars below in Frederick town.

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THIRD WEEK ENRICHMENT

GOING TO

FUTURE SUBSTITUTES; *TO BE GOING TO:* Instead of the regular future tense, we often use the present continuous tense of *to go,* followed by an infinitive, to express intention or simple future action.

EXAMPLES: *I am going to study* French next year. You *are going to be* late for class. He *is going to invite* Mary to the dance.

Write the correct present continuous tense form of "to go," followed by the infinitive of the verb shown in parenthesis.

1. We .... (study) English literature next year.
2. He .... (meet) us at eight o'clock.
3. Helen .... (buy) a new dress for the dance.
4. We .... (go) to Mexico on our vacation.
5. They .... (build) a new home on Front Street.
6. George .... (take) Grace to the dance tonight.
7. We .... (have) a picnic next Saturday.
8. The paper says that it .... (rain) tomorrow.
9. I .... (have) lunch with Helen today.
10. She .... (meet) me outside the cafeteria.
11. We .... (watch) television tonight.
12. He .... (study) engineering at college.
13. John says that he .... (be) a doctor when he grows up.
14. The teacher .... (give) us a text on Wednesday.
15. We .... (travel) to New York by car.
16. It .... (be) difficult to reach him by phone.
17. George .... (teach) me how to swim.
18. We .... (go) to the beach every day next week.
19. Mr. Jones .... (give) a speech at the meeting tonight.

20. They .... (get) married in June.
21. It .... (be) a hot day.
22. I .... (get) up early tomorrow morning.

SHORT VOWELS

Pat, pat, pat, pat —
I am the vowel in pat.
I laugh, I clap, I dance, I clang,
I scram, because I'm even in slang.

Pet, pet, pet, pet —
I am the vowel in pet.
You'll find me in any, penny and tell
And ever present in words like bell.

Pit, pit, pit, pit —
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Look, look, look, look —
I am the vowel in look.
You could, if you would, find me in pull;
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock —
I am the vowel in lock.
I'm in body, in hop; I'm in bob, I'm in spot;
I should be in lobby, but often I'm not.

Luck, luck, luck, luck —
I am the vowel in luck.
I'm in crush, and in puff, I'm in but, and in rough;
I'm in love, cup and dove; and that is enough.

— Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.
FAT ED IS NOT UP.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT: Lee will let fair Ann pass.
MID: Blurring the sun.
BACK: Who could obey all honest fathers?

PRACTICE WORDS:

A

mate
hate
sate
make
space
lake

cape
rate
ration
sage
space
age

rage
mace
page
nation
parade
invade

E

bee
Easter
feel
me
leave
deed

peace
redeem
spree
demon
seeks
queen

meeting
teetering
ceaseless
dreaming
leaflet
believe

I

aye
type
by
die
spice
isle
resign
high
write
rhyme
ratify
spite
buy
design
mine
delight
dine
sign

O

owe
oak
know
slow
beau
so
foe
no
sew
dough
boat
road
yeoman
home
dome
Rome
alone
gnome

U

use
Butte
muse
huge
fuse
cupid
dilute
music
salute
commute
stupid
ruse
pure
mural
accurate
cure
demure
insurance

PRACTICE:

"Oh say can you see by the dawn's early light?"

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INDIRECT SPEECH

CHOOSE THE CORRECT FORM AND WRITE IT IN THE BLANKS:

1. She asked me what time (was it, it was). ....
2. Can you tell me what time (is it, it is). ....
3. He wanted to know how old (I was, was I). ....
4. He asked me when (would I, I would) return. ....
5. Ask him what time (is it, it is). ....
6. Tell her how old (are you, you are). ....
7. Ask him why (was he, he was) late. ....
8. I don't know where (does she live, she lives). ....
9. He didn't tell me where (did she live, she lived). ....
10. The teacher asked me where (was I, I was) going. ....
11. I don't know how far (is it, it is) from here to Havana. ....
12. He asked me how much (did I pay, I paid) for my car. ....
13. Ask John where (is he, he is) going. ....
14. Mr. Smith asked me how (did I like, I liked) my new class. ....
15. I don't know where (did John put, John put) all those old magazines. ....

16. No one seems to know where (did he go, he went). ....

17. Can you tell me how much (does this cost, this costs)? ....

18. I forget where (did I put, I put) it. ....

19. He asked us in which room (we had, did we have) our English lesson. ....

20. I wonder what time (is it, it is). ....

LANGUAGE LESSON PLANS **FOR LAB II** **FOURTH WEEK**

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice for idiomatic verb phrases, "used to" and "going to." Pronunciation review: final "ce," /s/ sounds.	Reinforce understanding of time concept in past and future tense changes (oral and written drills). Script *S-22-V* has suggested patterns and content. See *English This Way #1*, pp. 74-85; Book #3, p. 21.	Short story (Robert Bruce and The Spider), with follow-up comprehension questions; pattern drills involving "going to" and "used to" substitutions; dialogue participation with the foregoing; review of "nce" word endings, and final "s" using minimal pairs. Introduce *Barbara Frietchie*.	Tape *S-22-V:* Used to, going to final "nice," /s/ *English This Way #1, 3* *Barbara Frietchie*
SESSION 2	Provide speaking practice for polite commands and requests. Pronunciation review: diphthong contrasts Listen to an *Aesop Fable.*	Consider the value of pattern practice with commands and requests. Script *S-23-V* has suggested exercises that may be adapted to oral and/or written activities. Consider some *Aesop Fables* for speaking practice.	Aesop Fable (*The Elephant's Popularity*) for listening, with follow-up questions; pattern drills involving polite commands and requests; pronunciation drills with the /ihr/ and /ehr/ (fear: fair); (fur:far); (tore:tour). Review of *P-11-V.* Introduce and provide background for *In Flanders Fields.* Independent recording.	Tape *S-23-V:* Imperative Mood Pronunciation Review *Aesop Fable* *In Flanders Fields*
SESSION 3	Provide speaking practice reviewing personal pronouns.	Provide oral and/or written drills requiring pronoun substitutions for nouns. Refer to Script *S-24-V* for suggested exercises. Try to vary the drills to include nominative, possessive & objective substitutions. See *Regents I:* pp. 13, 113, 114, 115; *Regents II:* pp. 1-4.	Pattern drills requiring substitution of nominative, possessive, and objective pronouns; same substitution with reflexive pronouns. Participation dialogue drills with the exchanges involving the use of the foregoing in conversation. Independent recording practice with *Barbara Frietchie* and *In Flanders Fields.*	Tape *S-24-V:* Review of Pronouns Listening Practice *Barbara Frietchie* *In Flanders Fields*

Week's Lessons Follow

F. Tape S-23-V

IMPERATIVE MOOD — COMMANDS & REQUESTS

PRONUNCIATION REVIEW DRILL — AN AESOP FABLE

M. One of the stories of Aesop, the writer of ancient Greece, concerns a group of animals in the forest who were discussing the popularity of the elephant. They all agreed that the elephant was the most popular animal in the forest, but none of them could give a satisfactory explanation of this fact.

The giraffe said, "If the elephant had a long neck like mine, then it would be easy to understand his popularity. He would be the tallest animal in the forest."

The peacock said, "If the elephant had a beautiful tail like mine, it would be easy to understand. He would be the most beautiful animal in the forest."

The rabbit said, "If the elephant could run as fast as I, it would be easy to understand. He would be the fastest animal in the forest."

The bear said, "If the elephant were as strong as I, it would be easy to understand. He would be the strongest animal in the forest."

Suddenly, the elephant himself appeared. He was larger and stronger than any of the other animals. He was also superior in many other ways, but he was always quiet and modest about his many accomplishments. This, after all, was the real explanation of his popularity.

F. Now answer the following questions:

F. 1. Who is the author of the story? ....

F. 2. What was the group of animals discussing? ....

F. 3. What did they all agree upon? ....

F. 4. What did the giraffe say? ....

F. 5. What did the peacock say? ....

M. 6. What did the rabbit say? ....

M. 7. What did the bear say? ....

M. 8. Who finally appeared? ....

M. 9. How did the elephant compare with the other animals? ....

M. 10. What was the real explanation of the elephant's popularity? ....

F. Listen:

M. Wait here, please.
M. Sit there, please.
F. Pass the sugar, please.
F. Take this, please.

M. Please come back later.
M. Hold this, please.
F. Close the door, please.

M. Now add the word please to the beginning or end of the command and ask someone to:

F. Wait here.
F. Come back later.
F. Sit there.
F. Hold this.
F. Pass the sugar.
M. Close the door.
M. Take this.
M. Wait for me.
M. Hurry.
M. Sit down.

F. Listen:

M. Close the door.
M. Come back later.
F. Sit down.
F. Pass the sugar.
F. Stand up.
M. Excuse me.
M. Tell me the time.
M. Help me.
M. Open the window.
M. Speak more softly.

F. Listen:

M. Close the door.	F. Please don't close the door.
M. Leave the room.	F. Please don't leave the room.
M. Make so much noise.	F. Please don't make so much noise.
M. Turn on the radio.	F. Please don't turn on the radio.

M. Now follow the example and ask someone politely *not* to:

F. Close the [illegible]
F. Leave the room.
F. Make so much noise.
F. Turn on the radio.
M. Forget to telephone.
M. Open the window.

M. Sign it in pencil. ....

M. Shout so loud. ....

F. Listen:

M. Shall we go to the movie tonight?	F. No, let's stay home and watch television.
M. Shall we walk home?	F. No, let's take a bus.
M. Shall we do our homework now?	F. No, let's do it later.

M. Now you follow the example. Answer with "no," with another suggestion. Begin your answer with "no, let's."

F. Shall we go to the movie tonight? ....

F. Shall we walk home? ....

F. Shall we do our homework now? ....

M. Shall we eat in town tonight? ....

M. Shall we wait here for Tom? ....

M. Shall we have lunch in the cafeteria? ....

F. Listen:

M. Hand me that book.
F. Would you mind handing me that book, please?

M. Put this on the shelf.
F. Would you mind putting this on the shelf, please.

M. Pass me the sugar.
F. Would you mind passing me the sugar, please?

M. Close that window.
F. Would you mind closing that window, please?

M. Now you change to polite questions. Follow the example. Begin with "Would you mind"; end with please.

F. Hand me that book. ....

F. Put this on the shelf. ....

F. Pass me the sugar. ....

F. Close the window. ....

F. Hold the door open. ....

M. Give this to Helen. ....

M. Send this out right away. ....

M. Drop this in the mail box. ....

M. Hand your things over there. ....

M. Put this away where it belongs. ....

F. Answer the telephone. ....
F. Sit in the chair over there. ....
F. Help me move this table and chair. ....

M. Listen and repeat:
F. fear - fair ....
F. tear - tear ....
F. mere - mare ....
F. peer - pear ....
F. beer - bear ....
M. fur - far ....
M. myrrh - mar ....
M. purr - par ....
M. stir - star ....
F. tore - tour ....
F. more - moor ....
F. pore - poor ....
F. bore - boor ....

M. Listen and repeat:
F. crime - climb ....
F. crew - clue ....
F. cram - clam ....
F. crows - close (v) ....
M. climb - crime ....
M. clue - crew ....
M. clam - cram ....
M. close - crows ....

F. Listen closely for final sounds. Listen and repeat:
M. cut - cub ....
M. hat - had ....
M. pick - pig ....
M. rich - ridge ....
M. life - live (adj.) ....
M. teeth - teethe ....
M. rice - rise ....
F. robe - rove ....
F. V - we ....
F. watch - wash ....
F. yet - jet ....
F. garage - garage ....
F. breeze - breathe ....
F. like - liked ....

M. Now, change the following commands to polite form:
F. Pass the sugar. ....
F. Hand me that book. ....
F. Put this on the shelf. ....
F. Close the window. ....
M. Hold the door open for me. ....
M. Hand me that newspaper. ....
M. Answer the telephone. ....

F. This ends the lesson.

IN FLANDERS FIELDS

by John McCrae

In Flanders Fields the poppies blow
Between the crosses, row on row,
    That mark our place; and in the sky
    The larks still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago.
 We lived, felt Dawn, saw sunset glow,
    Loved and were loved, and now we lie
    In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
    The torch; be yours to hold it high.
    If ye break faith with us who die
We shall not sleep, though poppies grow
    In Flanders fields.

F. Tape S-24-V

REVIEW OF PRONOUNS: LISTENING PRACTICE

F. Listen carefully:

LEARNING A FOREIGN LANGUAGE

M. The most difficult thing for a person to accept when he begins to learn a foreign language is that the foreign language is so very different from his own. Of course, he expects to find some differences, but it may sometimes seem to him that some of the differences are completely unnecessary.

F. A person's native language has a powerful influence on him. After all, he has been speaking his language from before he can remember. His family, his friends, even complete strangers, everyone around him uses that language. Under such circumstances, it is only natural that a person would have the feeling that his language is the most beautiful, the most perfect, the most logical of all languages.

M. Therefore, the first thing that one must learn as he begins to study a foreign language is that each language is the best possible language for the people who use it. We would not expect a person from India to think and act exactly like a person from France, and we should not expect the languages of India to be exactly like the French language. After this fact has been understood and accepted, many of the problems in language learning disappear.

F. There are other attitudes which you will have to develop in order to learn a language successfully. The most important of these is that learning a language requires constant practice. You must not think that because you have seen or heard a word or phrase one time, or five times, or ten times that you really know it and know how to use it.

You must be ready to repeat new lessons again and again until you can really use them, automatically, without having to think about them.

M. Another important thing to remember is that it is not necessary to begin with a lot of reading and writing in the foreign language. Reading and writing present very special problems which may complicate learning for the beginning student.

F. The most important thing of all in learning a language is to have patience. If you keep working steadily, day after day, constantly practicing the language and using it at every opportunity, you will learn to speak a language well.

M. The following is a true-false test. Answer "true" if the statement is correct, and "false" if it is not correct .

F. A person's native language has a strong influence on him. ....

F. All languages work in exactly the same way. ....

F. One repetition is enough to learn anything. ....

M. Learning to read and write the language should come after learning to speak the language. ....

M. The most important thing of all in learning a language is to have patience. ....

F. Review of pronouns:

F. Listen:

M. Mary went for a walk.	F. She went for a walk.
M. Bill eats lunch in the cafeteria.	F. He eats lunch in the cafeteria.
M. Mike and I study alone.	F. We study alone.
M. The old woman lives there.	F. She lives there.

M. Now follow the example and substitute a pronoun for the subject:

F. Bill eats lunch in the cafeteria.	M. He ....
F. Mary went for a walk.	M. She ....
F. Mike and I study alone.	M. We ....
F. The old woman lives there.	M. She ....
M. Jim plans to go to college.	F. He ....
M. The President will speak on T.V.	F. He ....
M. The soldier served overseas.	F. He ....
M. The dog chased the rabbit.	F. It ....
F. The clock is fast.	M. It ....
F. The girls held a meeting.	M. They ....
F. Ruth works in an office.	M. She ....
F. The seniors won the game.	M. They ....
F. The airplane flew above the clouds.	M. It ....

M. Listen:

F. I met Mr. Smith yesterday.	M. I met him yesterday.
F. She saw Mary and me at the movie.	M. She saw us at the movie.
F. He left his keys in his car.	M. He left them in his car.
F. I told the boys about it.	M. I told them about it.

F. Now, follow the example and substitute a personal pronoun for the object in each sentence:

M. I met Mr. Smith yesterday.	F. him ....
M. She saw Mary and me at the movie.	F. us ....
M. He left his keys in the car.	F. them ....
M. I told the boys about it.	F. them ....
F. I saw you and your brother at the ball game.	M. you ....
F. We rode his bicycle to school.	M. it ....
F. He told his parents about the accident.	M. them ....
F. I have my notebook with me.	M. it ....
M. I enjoyed that movie very much.	F. it ....
M. He sent Helen some flowers.	F. her ....
M. I wrote your phone number in my book.	F. it ....
M. I eat lunch with Henry and Betty everyday.	F. them ....
M. He told all his friends about it.	F. them ....

M. Listen:

F. This book is her book.	M. This book is hers.
F. These pencils are my pencils.	M. These pencils are mine.
F. This office is his office.	M. This office is his.
F. This notebook is your notebook.	M. This notebook is yours.

F. Now follow the example and use a possessive pronoun to avoid repeating the noun.

M. This book is her book.	F. hers ....
M. These pencils are my pencils.	F. mine ....
M. This office is his office.	F. his ....
M. This notebook is your notebook.	F. yours ....
M. This classroom is our classroom.	F. ours ....
F. These books are John's and Mary's books.	M. theirs ....
F. Is this pen your pen?	M. yours ....
F. Is this letter your letter?	M. yours ....
F. These magazines are our magazines.	M. ours ....
F. This newspaper is my newspaper.	M. mine ....
F. That hat and coat are his hat and coat.	M. his ....

F. Listen:

M. John shaved.
F. John shaved himself.

M. I'll prepare lunch.
F. I'll prepare lunch myself.

M. She says that she'll return the book.
F. She says that she'll return the book herself.

M. John will conduct the meeting.
F. John will conduct the meeting himself.

M. Now you follow the example and use a reflexive pronoun:

F. John shaved. ....
F. I'll prepare lunch. ....
M. She says that she'll return the book. ....
M. John will conduct the meeting. ....

F. Listen:

M. I	F. myself	M. it	F. itself
M. you	F. yourself	M. we	F. ourselves
M. he	F. himself	M. you	F. yourselves
M. she	F. herself	M. they	F. themselves

M. Now you give the reflexive pronoun:

F. I ....
F. she ....
M. it ....
M. you (plural) ....
F. it ....
F. I ....
M. you (singular) ....

F. you (singular) ....
F. she ....
M. we ....
M. she ....
F. he ....
F. they ....
M. you (plural) ....

F. Listen:

M. He went for a walk alone.
F. He went for a walk by himself.

M. I took the trip alone.
F. I took the trip by myself.

M. Helen prefers to go to the movies alone.
F. Helen prefers to go to the movies by herself.

M. The girls will study alone.
F. The girls will study by themselves.

M. Now you follow the example. In place of the word "alone" substitute "by" and the reflexive pronoun.

F. He went for a walk alone. M. by himself ....
F. I took the trip alone. M. by myself ....

F. Helen prefers to go to the movies alone. M. by herself ....

F. The girls will study alone. M. by themselves ....

M. I can finish this work alone. F. by myself ....

M. He plans to go to California alone. F. by himself ....

M. The girls sat alone during the party. F. by themselves ....

M. Do you like to eat alone? F. by yourself ....

F. My uncle prefers to live alone. M. by himself ....

F. The old woman lives alone. M. by herself ....

F. We were alone last night. M. by ourselves ....

F. Exchange headphones, please.

F. Listen:

M. Mine. F. The notebook is mine.
M. I wrote my name in it myself.

M. Yours. F. This notebook is yours.
M. You wrote your name in it yourself.

M. Hers. F. This notebook is hers.
M. She wrote her name in it herself.

M. Ours. F. This notebook is ours.
M. We wrote our names in it ourselves.

F. Now follow the example. The odds begin, the evens answer.

M. mine .... F. ours ....

M. yours .... F. his ....

M. hers .... F. theirs ....

M. Now the evens begin, the odds answer.

F. his .... M. theirs ....

F. yours .... M. mine ....

F. ours .... M. hers ....

F. Exchange headphones, please.

F. This ends the lesson.

FOURTH WEEK ENRICHMENT

DIPTHONG CONTRASTS

SPECIMEN WORDS FOR DIPTHONGS:

A
neigh
ale
eight
gauge
straight
ate
steak
rein
whey
paid
matinee
parquet
neigh

I
ay
aye
type
by
buy
bye
die
spice
isle
aisle
resign
high
write
rhyme
ratify

oil
avoid
choice
royal
buoy
shoy
destroy
voile

owe
oak
know
no
slow
beau
so
sew
foe
dough
boat
road
yeoman
hautboy
apropos
home

out
howl
bow
slough
doubt
arouse
nouse
bound

ear
sneer
sheer
shear
hear
here
dear
deer
career
queer
pier
appear

air
ere
o're
bear
bare
prayer
their
there
chair
pair
pare
pear

cure
Europe
detour
fury
poor
allure
furor
purely

or
oar
ore
soar
shore
more
boar
store

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice reviewing personal pronouns.	Provide oral and/or written drills requiring pronoun substitutions for nouns. Refer to Script *S-24-V* for suggested exercises. Try to vary the drills to include nominative, possessive, & objective substitutions. See *Regents I:* pp. 13, 113, 114, 115. *Regents II:* pp. 1-4.	Pattern drills requiring substitution of nominative, possessive, & objective pronouns; same substitution with reflexive pronouns. Participation dialogue with the foregoing in conversation. Independent recording with *Barbara Frietche* and *In Flanders Fields.*	Tape *S-24-V:* Review of Pronouns Listening Practice *Barbara Frietchie* *In Flanders Fields*
SESSION 2	Provide dialogue practice in a "going out for the evening" conversation. Pronunciation review with final consonant clusters: /sk/, /sks/, /st/, /sts/	Discuss the variety of recreational functions available in the American community for evening entertainment. Script *A-1* and *English 900, Book Four*, pp. 65-76 have suggested content and conversational patterns. Develop an awareness for final consonant clusters. Speak-Sheet *P-13-V* may help.	Going out for enjoyment conversation; dialogue participation practice; substitution drills using conversational patterns; pronunciation practice involving final consonant clusters: /sk/ /sks/ /st/ /sts/ Introduce *Ballad of William Sycamore.*	Tape *A-1:* Going out for enjoyment Final Consonant Clusters *Ballad of William Sycamore*
SESSION 3	Provide speaking practice for shopping situations.	Familiarize class with variety of shopping situations & vocabulary. Instruction may provide vocabulary, courtesy patterns, pronunciations of commonly-used shopping words. Script *A-2* and *English 900, Book Four*, pp. 37-48 have suggested content. Discussion of supermarket depts. may be helpful.	Conversational patterns for practice in shopping situations; dialogue with student partners; substitution drills using sample shopping dialogue. Individual, group, and recording practice reviewing *Ballad of Sycamore.*	Tape *A-2:* Shopping *Ballad of Sycamore*

Week's Lessons Follow

M. Tape A-1

GOING OUT FOR ENJOYMENT; FINAL SOUNDS

F. Pat, we haven't gone out for over a month. Let's go somewhere today.

M. Fine. Where would you like to go? Look in the newspaper for some information about the movies.

F. I see that there's a western at the Capitol.

M. I heard that it was terrible. What else can we do?

F. We could see that John Wayne movie.

M. I've already seen it.

F. Well, there's a good love story at the Center Theater.

M. You know I don't like love stories. What's at the drive-in?

F. A Civil War movie with Rock Hudson.

M. Good, let's go there. What time does the main feature start?

F. It started fifteen minutes ago. We just missed it.

M. Well, I guess all we can do is stay home and watch television.

F. I was afraid you'd say that. Now it will take me another month to get you interested in going out.

M. Listen:

F. Do you know what time the feature begins?
M. Second feature
F. Do you know what time the second feature begins?
M. Newsreel
F. Do you know what time the newsreel begins?

M. Now you follow the example:

F. Do you know what time the feature begins?

M. Newsreel ....
M. Cartoon ....
M. Second feature ....
F. Main feature ....
F. Short subject ....

M. Yes, it starts at 9.

F. at 5 ....
F. at 8 ....
F. at 7 ....
F. at 7:30 ....

M. How long did the movie last?

F. the show ....

F. the film ....
F. the cartoon ....
F. the newsreel ....

F. They say the new film is an adventure story.
M. a love story ....
M. a war picture ....
M. a comedy ....
F. a mystery ....
F. a dull picture ....

M. A group of us went to the show last night.
F. to the basketball game ....
F. to the dance ....
F. to the drive-in movie ....
F. to the bowling alleys ....

F. The show was good and everybody enjoyed it.
M. was funny ....
M. was very amusing ....
M. was exciting ....
M. was comical ....
M. was terrific ....

F. By the time we got there the newsreel had already begun.
M. main feature ....
M. cartoon ....
M. second feature ....

F. Pronunication review.

F. Listen and repeat:

M. skin ....
M. sky ....
M. school ....
M. scold ....
M. skate ....
F. skip ....
F. escape ....

F. ask ....
F. desk ....
F. desks ....
M. asks ....
M. risks ....
M. task ....
M. tasks ....

M. speak ....
F. grasp ....
F. grasps ....
F. lost ....
F. tastes ....
F. tests ....

M. Listen and repeat:

F. desk - desks ....

F. ask - asks ....

F. grass - grasps ....

F. speed - speak ....

F. test - tests ....

M. lisp - list ....

M. rest - rests ....

M. miss - mist ....

M. lease - least ....

M. most - mostly ....

M. dust - dusk ....

F. Listen and repeat:

M. thirty desks .... F. There are thirty desks in the school room. ....

M. on the last test .... F. I did best on the last test. ....

M. almost all .... F. Almost all the streets in Salt Lake City are straight.

M. four more desks .... F. We need four more desks. ....

M. Listen:

F. Do you like to dance?
M. to swim
F. Do you like to swim?
M. to walk
F. Do you like to walk?

M. Now, follow the example:

F. Do you like to dance?

M. to swim ....

M. to walk ....

M. to travel ....

F. to ride horses ....

F. to fish ....

M. Yes, but I don't go dancing very often.

F. swimming ....

F. walking ....

F. traveling ....

F. horseback riding ....

F. fishing ....

M. Listen:

F. dance M. I like to dance, but I don't go dancing very often.
F. swim M. I like to swim, but I don't go swimming very often.
F. bowl M. I like to bowl, but I don't go bowling very often.

F. Now, you follow the example:

M. I like to dance, but I don't go dancing very often.
F. swim
F. bowl
F. travel
M. fish
M. walk
M. drive

F. I found the movie interesting.
M. exciting
M. dull
M. comical
M. funny
F. amusing
F. thrilling
F. entertaining

M. The movie last night had a famous actor.
F. actress
F. singer
M. dancer
M. Hollywood star

F. After the movie we decided to go dancing.
M. bowling
M. driving
M. walking
M. swimming

F. Listen and repeat:

M. His hair is crisp.
M. Wet with honest sweat
M. Like a sexton
M. Like a sexton ringing the village bell
F. Some task begun
F. Each morning sees some task begun

F. Must be wrought ....

F. Our fortunes must be wrought ....

M. Listen:

F. several tests	M. We took several tests.
F. a new desk	M. I'm using a new desk.
F. on the list	M. I think you're on the list.

M. Now, you make your own sentences:

F. several tests ....

F. a new desk ....

F. a long list ....

F. scrambled eggs ....

M. fried eggs ....

M. boiled eggs ....

M. lost book ....

M. two desks ....

F. a tough task ....

F. almost all ....

F. long whiskers ....

M. Listen and repeat:

F. desk - desks ....

F. ask - asks ....

F. grass - grasps ....

F. dust - dusk ....

F. lisp - list ....

M. rest - rests ....

M. miss - must ....

M. lease - list ....

M. stock - stop ....

F. desk - desks ....

M. This ends the lesson.

THE BALLAD OF WILLIAM SYCAMORE
(1790-1871)

Stephen Vincent Benet

My father, he was a mountaineer,
His fist was a knotty hammer;
He was quick on his feet as a running deer,
And he spoke with a Yankee stammer.

My mother, she was merry and brave,
And so she came to her labor,
With a tall green fir for her doctor grave
And a stream for her comforting neighbor.

And some are wrapped in the linen fine,
And some like a godling's scion;
But I was cradled on twigs of pine
And the skin of a mountain lion.

And some remember a white starched lap
And a ewer with silver handles;
But I remember a coonskin cap
And the smell of bayberry candles.

The cabin logs with the bark still rough,
And my mother who laughed at trifles,
And the tall, lank visitors, brown as snuff,
With their long, straight squirrel rifles.

I can hear them dance like a foggy song,
Through the deepest one of my slumbers,
The fiddle squeaking the boots along
And my father calling the numbers.

The quick feet shaking the puncheon floor,
And the fiddle squealing and squealing,
Till the dried herbs rattled above the door
And the dust went up to the ceiling.

There are children lucky from dawn till dusk,
But never a child so lucky!
For I cut my teeth on "Money Musk"
In the bloody ground of Kentucky!

When I grew tall as the Indian corn,
My father had little to lend me,
But he gave me his great old powder horn
And his woodsman's skill to befriend me.

With a leather shirt to cover my back,
And a redskin nose to unravel
Each forest sign, I carried my pack
As far as a scout could travel.

Well I lost my boyhood and found my wife,
A girl like a Salem Clipper!
A woman straight as a hunting knife
With eyes as bright as the Dipper!

We cleared our camp where the buffalo feed,
Unheard of streams were our flagons;
And I sowed my sons like the apple-seed
On the trail of the western wagons.

They were right, tight boys, never sulky or slow
A fruitful, a goodly muster.
The eldest died at the Alamo.
The youngest fell with Custer.

The letter that told it burned my hand.
Yet we smiled and said, "So be it!"
But I could not live when they fenced
my land,
For it broke my heart to see it.

I saddled a red, unbroken colt
And rode him into the day there;
And he threw me down like a thunderbolt
And rolled on me as I lay there.

The hunter's whistle hummed in my ear
As the city men tried to move me.
And I died in my boots like a pioneer
With the whole wide sky above me.

Now I lie in the heart of the fat,
black soil,
Like the seed of a prairie thistle;
It has washed my bones with honey and oil
And picked them clean as a whistle.

And my youth returns like the rains
of Spring,
And my sons, like the wild geese flying;
And I lie and hear the meadow-lark sing
And have much content in my dying.

Go play with the towns you have built
with blocks,
The towns where you would have bound me!
I sleep in my earth like a tired fox,
And my buffalo have found me.

M. Tape A-2

SHOPPING

M. Listen:

F. Good afternoon, may I help you?

M. I'm looking for some stationery.

F. You'll find our assortment on these shelves. Is there something special you have in mind?

M. Yes, I'd like a small sized note paper with envelopes to match.

F. Here is the note paper. Is there anything here that you prefer?

M. Yes, this package is attractive. Do you have the same paper in light blue?
F. I think so. Excuse me, please, while I check our stock. (Pause) Yes, here it is in blue.
M. That's fine. How much is that?
F. This is a dollar and a quarter.
M. That will be fine.
F. Would you like this wrapped?
M. Yes, please. (pause)
F. Here's your change, sir, and thank you.
M. Thank you.

F. Listen and repeat:

M. Good morning.	....	F. Good morning.	....
M. Good afternoon.	....	F. Good afternoon.	....
M. Good evening.	....	F. Good evening.	....
M. Good morning.	....	F. Good morning.	....
M. Good afternoon.	....	F. Good afternoon.	....
M. Good evening.	....	F. Good evening.	....

M. Listen:

F. I'm looking for the stationery.

M. toothpaste	F. I'm looking for the toothpaste.
M. shoe department	F. I'm looking for the shoe department.
M. hardware counter	F. I'm looking for the hardware counter.

M. Now, you follow the example:

F. I'm looking for the stationery.

M. toothpaste ....
M. shoe department ....
M. hardware counter ....
M. electrical appliances ....
F. portable radios ....
F. sweaters ....
F. raincoats ....
F. sporting goods ....

M. I'd like to try on this sweater.
F. this pair of shoes ....
F. this overcoat ....

M. these slacks ....
M. this raincoat ....
M. this jacket ....

F. I'm interested in buying a new car.
M. a used car ....
M. an old car ....
M. a second hand car ....
M. a pick-up truck ....
F. a station wagon ....
F. a convertible ....
F. a four-door sedan ....

M. What's the price of that electric iron? Do you know?
F. box of crackers ....
F. can of tomato juice ....
F. jar of pickles ....
M. sack of potatoes ....
M. tube of toothpaste ....

F. How much is this rug? Do you know the price?
M. material per yard ....
M. carpet per square yard ....
M. meat per pound ....
F. gasoline per gallon ....
F. land per acre ....

M. Is this toothpaste on sale today?
F. soap ....
F. shampoo ....
F. merchandise ....
M. article ....
M. fruit juice ....
F. How much do I owe you? ....
M. do you want? ....
M. does that come to? ....

F. does that add up to? ....

F. are you charging me? ....

M. That will be eighteen dollars and seventy-five cents.

F. eighteen dollars even ....

F. exactly eighteen dollars ....

F. a total of eighteen dollars ....

F. Do you have change for a five?

M. ten dollar bill? ....

M. twenty? ....

M. fifty? ....

M. dollar bill? ....

F. Exchange headphones please. (pause 12 seconds)

F. Listen:

M. electrical appliances F. Good morning, may I help you?
M. Yes, please. I'm looking for the electrical appliances.

M. hardware counter F. Good morning, may I help you?
M. Yes, please. I'm looking for the hardware counter.

F. Now follow the example. The odds ask the questions; the evens answer. Odds speak first.

M. Evens look for electrical appliance.

M. hardware counter ....

M. shoe department ....

M. stationery ....

M. sporting goods ....

F. Now, the evens ask; odds answer.

M. Odds look for electrical appliances.

M. hardware counter ....

M. shoe department ....

M. stationery ....

M. sporting goods ....

M. Listen:

M. electric iron - seven dollars
M. What's the price of that electric iron; do you know?

F. That iron costs seven dollars.
M. sweater - nine dollars
M. What's the price of that sweater; do you know?
F. That sweater costs nine dollars.
M. radio - seventeen dollars
M. What's the price of that radio, do you know?
F. That radio costs seventeen dollars.

M. Now, you follow the example. Odds ask; evens answer.

M. electric - seven dollars ....
M. sweater - nine dollars ....
M. radio - seventeen dollars ....
F. box of crackers - sixty-nine cents ....
F. toothpaste - fifty-nine cents ....

M. Now, the evens ask; odds answer.

M. electric iron - seven dollars ....
M. sweater - nine dollars ....
M. radio - seventeen dollars ....
F. box of crackers - sixty-nine cents ....
F. toothpaste - fifty-nine cents ....

M. Listen:

M. material per yard - forty-nine cents
F. How much is this material per yard?
M. That's forty-nine cents per yard.
M. carpet per square yard - one dollar
F. How much is this carpet per square yard?
M. That's one dollar per square yard.
M. meat per pound — eighty-nine cents
F. How much is this meat per pound?
M. That's eighty-nine cents per pound.

M. Now odds ask; evens answer.

F. material per yard — forty-nine cents ....
F. carpet per square yard - one dollar ....
F. meat per pound - eighty-nine cents ....
F. gasoline per gallon - twenty-nine cents ....
F. land per acre - two hundred dollars ....

M. Listen:

M. this sweater	F. I'd like to try on this sweater.
M. this pair of shoes	F. I'd like to try on this pair of shoes.
M. this overcoat	F. I'd like to try on this overcoat.

M. Now, just the odds follow the example; evens listen.

F. this sweater ....
F. this pair of shoes ....
F. this overcoat ....
M. this raincoat ....
M. these slacks ....
M. this jacket ....

F. Now, the evens speak; odds listen.

M. this sweater ....
M. this pair of shoes ....
M. this overcoat ....
F. this raincoat ....
F. these slacks ....
F. this jacket ....

M. Exchange headphones very carefully please. (12 second pause)

M. Everybody, listen and repeat:

F. costs .... costs .... Do you know what this costs? ....
M. dollars .... dollars .... This costs five dollars. ....
F. change .... change .... Do you have change for a ten? ....
M. costs .... costs .... Do you know what this costs? ....

F. This ends the lesson.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice for shopping situations.	Familiarize class with variety of shopping situations & vocabulary. Instruction may provide vocabulary, courtesy patterns, pronunciation of commonly-used shopping words. Script *A-2* and *English 900, Book Four*, pp. 37-48 have suggested content. Discussion of supermarket depts. may be helpful.	Conversational patterns for practice in shopping situations; dialogue with student partners; substitution drills using sample shopping dialogues. Individual, group and recording practice reviewing, *Ballad of William Sycamore.*	Tape *A-2:* Shopping *Ballad of Sycamore* *Flanders Fields* (model tapes)
SESSION 2	Provide speaking practice making indirect statements. Promote listening habits through minimal pairs. Reinforce the *th* sounds.	Develop listening awareness using minimal pairs. Consider exchange exercises requiring change from direct to indirect statements (oral and/or written). Consider following up a brief reading with oral or written questions that test comprehension. Mastery by all, of the *th*, shouldn't be far off. See *A-3*.	Listening discrim. with minimal pairs (vowel and cons. endings; pattern change direct to indirect; interviews with personal data questions; listening for comprehension; question-answer listening quizzes; pronunciation drills with voiced *th* /ð/. Independent recording with *Gettysburg Address* and *Ballad of William Sycamore.*	Tape *A-3:* Direct and Indirect Statements; Retention Practice; Listening Discrimination Voiced *th* / ð/ *Gettysburg Address* *Ballad of Wm. Sycamore*
SESSION 3	Provide speaking practice concerning a visit to the doctor. Review pronunciation drills with the /kl/ sound. Review of the past tense of common irregular verbs with "did."	Introduce and familiarize with vocabulary involved in doctor's visits and common ailments. Give articulative help with the /kl/ and include it in sentences. Review the past of irregular verbs with "did." Script *A-4 has suggestions. English 900*, pp. 77-86 may help.	Sample dialogue at the doctor's with follow-up questions. Changing statements to questions (from preterit to "did" with verb; pronunciation drills with the /kl/ sound; practice answering negative questions; vocabulary usage with ailment terms; final, brief, patient-doctor dialogue. Introduce *Kennedy's Inaugural.*	Tape *A-4:* Visiting the Doctor The /kl/ sound "did" with past Negative questions *Kennedy's Inaugural* (model tape)

Week's Lessons Follow

M. Tape A-3

DIRECT AND INDIRECT STATEMENTS
RETENTION PRACTICE; LISTENING DISCRIMINATION DRILLS
THE "TH" SOUND REVIEW

M. Listen carefully. You will hear several pairs of words. Sometimes the speaker will say two different words. Sometimes he will pronounce the same word two times. If you think they are the same, say, "Same." If you think they are different, say "Different." You'll hear the correct answer after you give yours. Say "Same" or "Different." Lets begin:

M. cut - cot ....(different)
M. sit - seat ....(different)
M. here - here ....(same)
M. get - gate ....(different)
M. but - bough ....(different)
M. top - top ....(same)
M. saw - sow ....(different)
M. her - hair ....(different)
M. pet - pet ....(same)
M. lack - lack ....(same)
M. light - right ....(different)
M. yet - yet ....(same)
M. wash - watch ....(different)
M. sing - sin ....(different)
M. wine - vine ....(different)
M. shoes -shoe ....(different)
M. breed - breathe ....(different)
M. boat - vote ....(different)
M. thick - sick ....(different)
M. H - age ....(different)

M. Listen:

M. Excuse me. I'm looking for the barber shop. Can you tell me where it is?
M. Yes. It's across the street, next to the restaurant.
M. Oh yes. I see it now.
M. Don't cross the street here. It's dangerous. The traffic is very heavy on this street. The traffic lights are at the corner. Cross the street there.
M. Thank you.
M. Don't mention it.

M. Listen:

M. Cross the street there.
M. He told him to cross the street there.
M. Watch the traffic lights.
M. He told him to watch the traffic lights.
M. Cross the street at the corner.
M. He told him to cross the street at the corner.

M. Now, you follow the example. Begin with "He told him to . . ."

M. Cross the street there. ....
M. Watch the traffic lights. ....
M. Cross the street at the corner. ....
M. Be careful. ....
M. Stay in the crosswalk. ....
M. Look out for the cars. ....
M. Wait for the signal. ....
M. Look both ways. ....

M. Listen:

M. He told him not to cross the street there.
M. Don't cross the street there.
M. He told him not to step off the curb.
M. Don't step off the curb.
M. He told him not to go against the traffic lights.
M. Don't go against the traffic lights.

M. Now, you follow the example. Change the indirect statement into a direct quotation. Begin with "Don't."

M. He told him not to cross the street there. ....
M. He told him not to step off the curb. ....
M. He told him not to go against the traffic lights. ....
M. He told him not to jaywalk. ....
M. He told him not to be careless. ....
M. He told him not to walk in the street. ....
M. He told him not to be in a hurry. ....
M. He told him not to take chances. ....

M. Review Exercises.

M. Answer these questions in a strong clear voice:

M. What's your name? ....
M. What's your address? ....
M. Where are you from? ....

M. Where do you have your meals? ....

M. When were you born? ....

M. When did you arrive at school? ....

M. How did you come? ....

M. Why are you here? ....

M. Which language are you studying? ....

M. Now, listen and remember. You will be asked about this information later. Listen carefully.

M. What's his name?	M. Robert Lane. His name is Robert Lane.
M. Where is he from?	M. California. He's from California.
M. When was he born	M. In 1940. He was born in 1940.
M. When did he arrive?	M. Last month. He arrived last month.
M. How did he come?	M. By plane. He came by plane.
M. How long is he going to stay?	Six months. He's going to stay for six months.
M. Why is he here?	M. To go to school. He came to go to school.
M. Why did he come?	M. To study English. He came to study English.
M. How long is he going to stay?	Six months. He's going to stay for six months.
M. Which language does he speak?	M. Navajo. He speaks Navajo.
M. Which language is he studying?	M. English. He's studying English.

M. Now answer these questions:

M. What was his name? ....

M. Where is he from? ....

M. When was he born? ....

M. When did he arrive? ....

M. How did he come? ....

M. How long is he going to stay? ....

M. Why is he here? ....

M. Why did he come? ....

M. How long is he going to stay? ....

M. Which language does he speak? ....

M. Which language is he studying? ....

M. Exchange headphones, please. (Pause 12 seconds)

M. Listen:

M. (studying)
M. Is he studying?
M. Yes, he is.
M. What?
M. English.
M. (reading)
M. Is she reading?

M. (coming)
M. Did Bill come?
M. Yes, he did.
M. How?
M. By bus.
M. (staying)
M. Are they staying?

M. Yes, she is.
M. What?
M. The newspaper.
M. (going)
M. Are they going?
M. Yes, they are.
M. Where?
M. To the movies.

M. Yes.
M. How long?
M. Two months.
M. (arriving)
M. Did she arrive?
M. Yes, she did.
M. When?
M. Tuesday.

M. Now, you follow the example. Odds ask; evens answer. Use different pronouns: he, she, or they. Odds ask.

M. (studying) ....
M. (reading) ....
M. (writing) ....
M. (going) ....
M. (coming) ....
M. (staying) ....
M. (arriving) ....

M. Now, the evens ask:

M. (studying) ....
M. (walking) ....
M. (going) ....
M. (staying) ....
M. (reading) ....
M. (eating) ....

M. Now, the odds speak; the evens listen. Odds say, "Same" or "Different":

M. sick - sick ....
M. pass - path ....
M. sin - thin ....
M. mouse - mouth ....
M. downstair - downstairs ....
M. yourself - yourself ....
M. yourselves - yourself ....
M. yourselves - yourselves ....
M. wedding - weathering ....

M. path - pass ....
M. path - path ....
M. sometime - sometimes ....
M. sometimes - sometimes ....
M. United State - United States ....
M. United State - United State ....
M. United States - United States ....
M. ladder - lather ....
M. letter - leather ....

M. Now, the odds listen; evens speak. Say "Same" or "Different."

- M. his - he's
- M. he's - he's
- M. live - leave
- M. deed - did
- M. live - live
- M. eat - it
- M. eat - eat
- M. it - eat
- M. fill - feel
- M. ship - sheep
- M. heat - hit
- M. hit - hit
- M. seat - seat
- M. feet - fit
- M. feet - feet
- M. fit - feet

M. Exchange headphones, please. (Pause 12 seconds)

M. Listen and repeat:

- M. The two brothers left together.
- M. Those boys over there are brothers.
- M. Neither of them wanted to go with their mother.
- M. They hadn't seen each other since then.
- M. Those brothers did that themselves.
- M. What kind of weather are you having up there?
- M. The weather here has been mild.
- M. I don't know whether we should travel in such weather.
- M. You'll need some other clothing in that weather.
- M. Let's make some other arrangements.
- M. Then we'll all go together.

M. This ends the lesson.

M. Tape A-4

VISITING THE DOCTOR

PRONUNCIATION REVIEW: THE /KL/ SOUND

M. Listen carefully to this conversation. You'll be asked questions about it later:

- F. Hello, Pat, where have you been?
- M. I've just left the doctor's office. He gave me a complete examination.
- F. Is there anything wrong?
- M. No, but I was worried and nervous and wanted to be sure everything was O.K.

F. You go to Dr. Johnson, don't you?

M. Yes. I think that he's an excellent doctor.

F. What kind of check-up did you have?

M. He listened to my heart, took my blood pressure and temperature, gave me an X-ray and examined my eyes and ears.
When he finished he advised me to get plenty of sleep and to eat good meals.

F. I think an annual check-up is a good idea. I'm going to make an appointment for myself.

M. Now answer the questions:

F. What did the examination include? ....

M. What was the doctor's name? ....

F. Why did Pat visit the doctor? ....

M. What was the doctor's advice? ....

F. How do you know that given thought that an examination was a good idea? ....

M. Listen:

F. I went to see my doctor for a check-up yesterday.

M. a medical check-up

F. I went to see my doctor for a medical check-up yesterday.

M. a physical examination

F. I went to see my doctor for a physical examination yesterday.

F. Now, follow the example:

F. I went to see my doctor for a check-up yesterday.

M. a medical check-up ....

M. a physical examination ....

M. an eye examination ....

M. an annual physical examination ....

M. The doctor discovered that I'm a little overweight.

F. overweight ....

F. far-sighted ....

F. near-sighted ....

F. He gave me a chest X-ray and took my blood pressure.

M. took my temperature ....

M. listened to my heart ....

M. examined my eyes. ....

M. tested my hearing ....

M. prescribed some medicine for me ....

M. He told me to take these pills every four hours.

F. these capsules ....

F. two aspirin tablets ....

F. penicillin ....

F. this medicine ....

M. Listen:

F. She went to see her doctor yesterday.

M. She didn't go to see her doctor yesterday.

F. Bill took his medicine every day.

M. Bill didn't take his medicine every day.

F. Now you follow the example. Change the following to negative sentences. Use "didn't."

M. My uncle had a heart attack last year.

F. pneumonia ....

F. tuberculosis ....

F. yellow fever ....

F. the flu ....

F. a contagious disease ....

F. a serious illness ....

F. It's just a mosquito bite. There's nothing to worry about.

M. an insect bite ....

M. a little heat rash ....

M. a slight infection ....

M. a minor burn ....

M. a mild cold ....

M. The medicine made me feel better.

F. tasted awful ....

F. tasted pretty good ....

F. cured my illness

F. helped me

F. Pronunciation review.

F. Listen and repeat:

M. kuh	class	M. clear	M. clothing
M. kuh	clean	M. clock	M. clip
M. kuh	climate	M. clinic	
M. kuh	clay	M. cliff	
F. kuh	club	F. click	
F. kuh	clan	F. clerk	
F. kuh	cloudy	F. closet	
F. kuh	clothes	F. claim	
F. kuh	clamp	F. clown	

M. She went to see her doctor yesterday.	F. (didn't go)
M. Bill took his medicine every day.	F. (didn't take)
M. The doctor prescribed medicine for her.	F. (didn't prescribe)
M. Her cousin had a heart attack.	F. (didn't have)
F. The doctor took my temperature.	M. (didn't take)
F. He needed a blood transfusion.	M. (didn't need)
F. The patient stopped coughing.	M. (didn't stop)
F. The doctor advised surgery.	M. (didn't advise)

F. Now change the following to questions. Begin with "did."

F. She went to see her doctor.	F. (Did she go)
M. Bill took his medicine every day.	F. (Did Bill take)
M. The doctor prescribed medicine for her.	F. (Did the doctor prescribe)
M. Her cousin had a heart attack.	F. (Did her cousin have)
F. The doctor took my temperature.	F. (Did he take)
F. He needed a blood transfusion.	F. (Did he need)
F. The patient stopped coughing.	F. (Did the patient stop)
F. The doctor advised surgery.	F. (Did the doctor advise)

F. Listen:

F. a blood transfusion	M. He needs a blood transfusion.
F. a major operation	M. He needs a major operation.
F. a minor operation	M. He needs a minor operation.

M. Now you follow the example:

F. He needs a blood transfusion.

M. a major operation ....

M. a minor operation ....

M. first aid ....

M. a good night's sleep ....

F. clear .... F. on a clear day ....

F. On a clear day we can see across the valley. ....

M. clothing .... M. warm clothing ....

M. In this climate you need warm clothing. ....

F. closet .... F. in the closet ....

F. My clothes are in the closet. ....

M. clock .... M. that clock ....

M. That clock is slow. ....

F. o'clock .... F. at two o'clock ....

F. The class ends at two o'clock. ....

M. clamp .... M. close the clamp ....

M. Can you close the clamp on the suitcase? ....

F. climbed .... F. climbed the cliff ....

F. The rescue squad climbed the cliff. ....

M. Now repeat:

F. cat .... can .... cab .... calf .... class ....

F. key .... keen .... key .... keel .... clean ....

F. cup .... cut .... cuss .... cull .... club ....

M. kind .... kite .... kind .... kite .... climate ....

M. caught .... cop .... cot .... cob .... closet ....

M. code .... cope .... coke .... coat .... clothes ....

M. kick .... kit .... kill .... kid .... click ....

F. Listen:

M. Did you go to the movies? F. (home)

F. No, I didn't. I went home.

M. Did John watch T.V. last night? F. No, he didn't. He studied English.	F. (studied English)
M. Did the doctor give you a chest X-ray? F. No, he didn't. He gave me a check-up.	F. (a check-up)

F. Now, you follow the example:

M. Did you go to the movies?	F. (home) ....
M. Did John watch T.V. last night?	F. (studied English) ....
M. Did the doctor give you a chest X-ray?	F. (a check-up) ....
M. Did you need a blood transfusion?	F. (medicine) ....
F. Are you overweight?	M. (underweight) ....
F. Do you have a heat rash?	M. (slight infection) ....
F. Will an aspirin cure pneumonia?	M. (penicillin) ....
F. Did the physician say you were anemic?	M. (healthy) ....
M. Is there something to worry about?	F. (nothing) ....
M. Is it a serious illness?	F. (mild cold) ....
M. Is smoking good for you?	F. (harmful to my health) ....

M. Listen:

F. The answer to the following questions is "no."

F. You answer, "no" with a short answer:

M. You didn't have your check-up. Did you? ....
M. You're not overweight. Are you? ....
M. There isn't anything wrong. Is there? ....
M. You don't have a headache. Do you? ....
M. You haven't had your eyes examined. Have you? ....
F. You haven't had this rash long. Have you? ....
F. You don't smoke. Do you? ....
F. You didn't take your medicine. Did you? ....
F. The dentist wasn't in. Was he? ....
F. He doesn't need a blood transfusion. Does he? ....

M. Listen and repeat:

F. Anemic	F. The anemic patient was weak. ....
	M. Anemic ....

F. contagious	F. Measles is a contagious disease. ....
	F. contagious ....
F. flu	F. He had the flu and a high fever. ....
	M. flu ....
F. infection	F. The doctor cleaned the wound to avoid infection. ....
	M. infection ....
M. major surgery	M. He was badly hurt and had a major surgery. ....
	F. major ....
M. mild	M. His mild cold weakened him a little. ....
	F. mild ....
M. minor	M. Nothing serious. He had minor surgery. ....
	F. minor ....

M. Listen:

(Mrs. Beckford's voice very alarmed and concerned.)

M. Well, Mrs. Beckford, I've completed my examination and I'm happy to say it's nothing serious.

F. Don't you think you should take X-rays?

M. I don't think X-rays will be necessary for this illness.

F. Will I need a blood transfusion?

M. No, Mrs. Beckford. You won't need a blood transfusion.

F. It's a very serious contagious disease, isn't it?

M. I don't believe so.

F. Shouldn't I stay in bed for the rest of the week?

M. No, you should get outdoors more and get plenty of exercise.

F. I'm sure this can't be cured. Can it?

M. You listen to my advice and I'm sure you'll be fine.

F. What should I do doctor, kill myself?

M. No, I don't think so. Put this medicine on your little toe every four hours and by tomorrow it will all be gone. It's a little blister — there's nothing to worry about.

F. This ends the lesson.

SIXTH WEEK ENRICHMENT

θ and ð

PRACTICE SHEET

The following words illustrate the /th/ sound in monosyllabic words:

bath
berth
birth
booth
breadth
breath
broth
cloth
couth
dearth
death
depth
doth
earth
faith
fifth
filth
forth
fourth
froth
growth
hath
health
hearth
heath
mirth
mouth
myth
ninth
north
oath
sixth
sloth
Smith
sooth
south
strength
teeth
thank
thatch
theft
theme
thaw
thick
thief
thigh
thin
thing
think
third
thirst
throng
thorn
thou
thought
thrash
thread
threat
thresh
threw
three
thrice
thrift
thrill
throat
throb
throng
through
throw
thrush
thrust
thud
thump
thus
thwart
tooth
truth
twelfth
warmth
wealth
width
worth
wraith
wrath
wreath
youth

baths
bathe
breathe
clothe
scathe
scythe
smooth
soothe
that
the
thee
their
them
then
thence
there
these
they
this
those
thou
though
thy
with
wreathe
writhe

θ

"Thirty thousand horsemen
Threading their way through the glen."

—J. H. Carlyle

θ and ð

"How are thou out of breath when thou has breath
To say to me that thou are out of breath?

—Shakespeare

ð

"Hither and thither and whither — who knows? Who knows?
Hither and thither — but whither — who knows?"

—J. F. Waller

VERBS: Irregular past tense forms (changing present to past using both the preterit and did with the past).

Use this as an oral and/or written exercise:

begin
He began.
He did begin.

draw
She drew.
She did draw.

see
I saw.
I did see.

catch
He caught.
He did catch.

run
They ran.
They did run.

sit
She sat.
She did sit.

take
He took.
He did take.

drink
He drank.
He did drink.

eat
They ate.
They did eat.

know
I knew.
I did know.

write
They wrote.
They did write.

lose
I lost.
I did lose.

teach
She taught.
She did teach.

bite
She bit.
She did bite.

tell
He told.
He did tell.

shine
It shone.
It did shine.

bring
I brought.
I did bring.

break
I broke.
I did break.

feel
They felt.
They did feel.

buy
He bought.
He did buy.

SENTENCES: Listen and Repeat.

1. Mary lost her purse.
   Mary did lose her purse.
2. Jim grew one foot taller this summer.
   Jim did grow one foot taller this summer.
3. Jo Anne spoke to the GAA meeting.
   Jo Anne did speak to the GAA meeting.
4. The earth shook during the storm.
   The earth did shake during the storm.
5. I rode to Chicago this summer.
   I did ride to Chicago this summer.
6. John ate fry bread today.
   John did eat fry bread today.
7. Keith ran very fast.
   Keith did run very fast.
8. Gary caught the ball.
   Gary did catch the ball.

REVIEW DRILL FOR VOICED /th/ SOUND

Say the following words. Listen for the voiced /th/ sound.

Initial	*Medial*	*Final*
the	other	with
they	another	smooth
them	mother	bathe

then
there
their
this
that
than
though
these

thus
thou
thy
thine

brother
father
feather
together
weather
leather
further
neither
either
gather
rather
although
within

breathe
clothe
booth
smooth
seethe
wreathe
writhe
scythe
scythe
tithe
lathe
loathe
bequeath

PRACTICE SENTENCES:

1. The boys went down that road.
2. They went to see their grandmother.
3. They will meet their father there.
4. They will all drive home together.
5. Ted, the younger brother, stayed with his mother.
6. Their father has a pair of leather boots.
7. He wears his leather boots in wet weather.

COMPLETION GAME: Read the beginning of the sentence. Find the word in the group which completes the sentence correctly.

1. The boys went to see their (feather grandmother father).
2. They drove home in a car with (their feather the weather their father).
3. Ted's father wears boots made of (feather leather another).

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot —
We'll weather the weather,
Whatever the weather,
Whether we like it or not.

THE PACKAGE

There's a package,
There's a package,
There's a package in the mail.
It's wrapped in yellow paper
And the twine is like a tail.
Three stamps are in the corner —
One red, the others pale.
There's a package,
There's a package,
There's a package in the mail.

It's for mother,
It's for mother,
It's for mother, I can see.
But that is just about as good
As knowing it's for me,
For mother'll say, "Come, open it,
Untie the string and see!"
There's a package,
There's a package, . . .
Oh, what CAN the package be?

—Aileen Fisher

THE OLD WOMAN

There was an old woman
And nothing she had;
And so this old woman
Was said to be mad.
She'd nothing to eat,
She'd nothing to wear,
She'd nothing to lose,
She's nothing to fear,
She'd nothing to ask,
And nothing to give,
And when she did die,
She'd nothing to leave.

—Unknown

YOURS AND MINE

The sun, the trees, the grass, the sky,
The silver moon that's sailing by,
The rain and dew and snowflakes white,
The flowers sweet and stars of night!
The songs of birds, wind whispering,
The autumn leaves, the buds of spring —
Such lovely things to hear and see
Belong to you, belong to me!

—Frances Gorman Risser

LANGUAGE LESSON PLANS FOR LAB II SEVENTH WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice with conversational patterns. Discrimination and production of final "s" sounds. Pluralization of nouns and 3rd person singular verbs for final "s" practice.	Script *A-5* has suggested quiz exercises to train listening. *English 900* #3 has the kinds of patterns used in the lab program. Refer to appropriate exercises in *Regents I* (49) and *Regents II* (55, 56).	Brief quizzes to train listening for final "s" on verbs and nouns; patterns with "should and ought"; questions from statements; short story with follow-up questions; substitution drills with final "s"; listening to brief dialogues. Frost's, *On Stopping by Woods* (read by Frost).	Tape *A-5:* Telling about past experiences; Final "s" *On Stopping by Woods* (model tape)
SESSION 2	Test and evaluation.	Evaluate progress and needs in the following areas: personal pronouns; sound discrimination; common irregular verbs; final "s"; final "ed"; comparative adjectives with a battery of rapid, brief quizzes (oral or written). *A-6 has suggestions.*	A written quiz of 20 samplings in each category: 1. subst. of nom. pronouns 2. discrim. with minimal pairs 3. irregular verbs (past, "did") 4. final "s" 5. final "ed" 6. comparative adjectives Introduce *Sea Fever*	Tape *A-6:* Test Tape No. 1 Blank paper *Sea Fever* (model tape)
SESSION 3	Provide speaking practice with conversational patterns discussing letter writing. Reinforce the /ŋ/ sound.	Develop listening awareness for the /ŋ/ sound (nonexistent as a final sound in Navajo). Give articulative help. Consider patterns and vocabulary relative to mail, post-office or letter-writing. Developing perception for the /ŋ/ sound is indispensable to the success of the lesson.	Brief listening discrimination quiz; pairs with /ŋ/; dialogue and substitution drills; practice retaining dialogue, with follow-up speaking; drills with /ŋ/ in minimal pairs and sentences. Independent recording: *Sea Fever, Landing of the Pilgrims*	Tape *A-7:* Writing Letters The /ŋ/ sound *Landing of the Pilgrim Fathers; Sea Fever* (model tapes)

Week's Lessons Follow

M. Tape A-5-V

TELLING ABOUT PAST EXPERIENCES
LISTENING PRACTICE WITH THE "FINAL S" SOUNDS

M. Now listen carefully. You will hear some nouns and verbs. Some of them will have a final "s" sound, some of them will have a final "z" sound and some will have a final "iz" sound. Decide which ending you hear, and say, "s," "z," or "iz" after you hear the word. For example, listen:

F.	changes	M.	IZ
F.	makes	M.	S
F.	pencils	M.	Z

M. All right, let's begin:

F.	changes	...(IZ)	M.	tables	...(Z)
F.	makes	...(S)	M.	classes	...(IZ)
F.	pencils	...(Z)	M.	understands	...(Z)
F.	nurses	...(IZ)	M.	pieces	...(IZ)
F.	tapes	...(S)	M.	thanks	...(S)
F.	speaks	...(S)	M.	erasers	...(Z)

F. Now, let's continue with some more. Listen carefully to endings:

M.	uses	...(IZ)	F.	seats	...(S)
M.	lights	...(S)	F.	cars	...(Z)
M.	kisses	...(IZ)	F.	garages	...(IZ)
M.	eggs	...(Z)	F.	quizzes	...(IZ)
M.	wants	...(S)	F.	downstairs	...(Z)
M.	notices	...(IZ)	F.	United States	...(S)
M.	social studies	...(Z)	F.	social studies	...(Z)

F. Now, you will hear one of these words in a sentence. Say "s," "z," or "iz" after you hear the sentence:

M.	John walks to school.	...(S)
M.	Bill wishes he could be here.	...(IZ)
M.	You'll find Tom downstairs.	...(Z)
M.	Do servicemen pay taxes?	...(IZ)

F. Most garages close on Sunday. ....(IZ)

F. I study hard in social studies. ....(Z)

F. We're studying United States history. ....(S)

M. Listen:

F. Should they study very hard?

M. Yes, they ought to study very hard.

F. Should he buy his ticket early?

M. Yes, he ought to buy his ticket early.

F. Should the teacher correct the student?

M. Yes, the teacher ought to correct the student.

F. Now, follow the example. Answer with "Yes" and "ought to":

M. Should they study very hard? ....

M. Should he buy tickets early? ....

M. Should the teacher correct the student? ....

M. Must Bob go to the hospital? ....

F. Must we speak English in school? ....

F. Must I pay the cashier? ....

F. Should I buy a winter coat? ....

F. Must all students study two languages? ....

F. Should we leave in the morning? ....

M. Now, let's work backwards. I'll give the statement. You ask the question. For example:

F. Yes, they ought to study very hard.

M. Should they study very hard?

F. Yes, he ought to buy tickets early.

M. Should he buy tickets early?

F. Yes, the teacher ought to correct the student.

M. Should the teacher correct the student?

M. Now, you follow the example:

F. Yes, they ought to study very hard. ....

F. Yes, he ought to buy tickets early. ....

F. Yes, the teacher ought to correct the student. ....

F. Yes, Bob ought to go to the hospital. ....

F. Yes, we ought to speak English in school. ....

M. Yes, you ought to pay the cashier. ....

M. Yes, you ought to buy a winter coat. ....

M. Yes, all students ought to study two languages. ....

M. Yes, we ought to leave early in the morning. ....

F. Listen closely to the following conversation. You'll be asked questions about it later.

M. An odd thing happened to me last Sunday. It was such a beautiful day, that I decided to go for a leisurely drive in the country.

On the way back home, my motor stopped. I was out of gasoline on a lonely road far from a town. I decided to walk until I found someone who could sell me a gallon or two of gasoline.

I had walked almost a mile before I finally found a big house near the road. I was glad to see it because it was starting to get dark.

I knocked on the door and a little old lady with long white hair answered. She said, "I've been waiting for you for a long time. Come in. Tea is almost ready."

"But I only came for some gasoline." I answered. I couldn't imagine what she was talking about.

"OH! Alfred! Gasoline? You used to prefer tea."

I quickly explained that my car was out of gasoline, but she didn't seem to hear me. She just kept calling me Alfred and talking about how long it had been since she had seen me. She was behaving very strangely and I was anxious to leave. As soon as she went to get the tea I went out of the house as fast as I could.

Fortunately, there was another house down the road, and I was able to buy several gallons of gasoline. When I told the man about my experience, he said, "Oh, that's Miss Emily. She lives by herself in that big house. She's peculiar, but she wouldn't hurt anyone. She's still waiting for the man she was supposed to marry thirty years ago. The day before their wedding he went away and never came back."

F. Now, answer these questions:

F. Why did the man in the story decide to go for a drive? ....

F. Where was he when his motor stopped? ....

F. What was wrong with his car? ....

F. What did he decide to do? ....

F. What did the old lady say to him? ....

F. Why did he run out of the house? ....

F. What did the man tell him about Miss Emily? ....

M. Listen:

F. A strange thing happened to me this morning.
M. An odd thing
F. An odd thing happened to me this morning.
M. An interesting thing
F. An interesting thing happened to me this morning.

M. Now, you follow the example:

F. A strange thing happened to me this morning.

M. An odd thing ....

M. An interesting thing ....

M. A peculiar thing ....

M. An amazing thing ....

F. I was crossing the street and was almost hit by a car.

M. an ambulance ....

M. a fire engine ....

M. a truck ....

M. a motorcycle ....

M. a sports car ....

F. Fortunately, I jumped back before I was hit.

M. got out of the way ....

M. realized the danger ....

M. thought fast ....

F. It was a terrible experience, and I won't forget it.

M. terrible shock ....

M. terrible feeling ....

M. terrible situation ....

M. Yesterday was such a beautiful day, we went for a drive.

F. magnificent day ....

F. glorious day ....

F. perfect day ....

F. On the way back home, we had a flat tire.

M. some engine trouble ....

M. a blowout ....

M. motor trouble ....

M. an accident ....

M. a breakdown ....

F. Listen:

M. understand	F. He understands.
M. tell	F. He tells.
M. make	F. He makes.

F. Now, you follow the example:

M. understand ....

M. tell ....

M. make ....

M. write ....

F. eat ....

F. drink ....

F. forget ....

M. Listen:

F. teach	M. She teaches.
F. catch	M. She catches.
F. notice	M. She notices.

M. Now, you follow the example:

F. teach ....

F. catch ....

F. notice ....

F. wish ....

M. use ....

M. reach ....

M. change ....

M. kiss ....

M. rush ....

F. Now, pluralize the following nouns:

M. map ....
M. book ....
M. laugh ....
M. bed ....
M. bag ....
M. pen ....
M. ring ....

F. necklace ....
F. bus ....
F. dish ....
F. watch ....
F. change ....
F. garage ....
F. rose ....

M. horse ....
M. necklace ....
M. bus ....
M. dish ....
M. watch ....
M. garage ....
M. change ....

M. Listen:

F. Harry! What's the matter? You look pale. Are you sick?

M. I just had a terrible experience.

F. Sit down. Let me get you a glass of water.

M. No thanks, Ruth. I'll be fine in a minute.

F. Did you have an accident?

M. Not quite, but almost. I was crossing the street just now and was almost hit by a car. Fortunately, I jumped back in time.

F. How awful! I hope you got the license number of the car so you can report this man to the police department.

M. Before I realized what had happened, the car was gone.

F. Drivers like that should have their licenses taken away from them.

M. I agree. I won't forget this for a long time.

F. I'm sure you won't.

M. Yes, from now on I won't cross the street in the middle of the block reading my newspaper. I'll have to watch where I'm going, since there are dangerous drivers like that one on the road.

F. This ends the lesson.

M. Tape A-6

TEST TAPE NO. 1

M. This lesson is a test on some of the speaking practice you've had in the lab. You'll find that you'll have to speak and write at the same time. Think fast, speak clearly and try to keep up.

F. Write your name and class at the top of your paper. (Pause)

F. Now write "Section 1" and number from 1 to 20 on the left of the page. (Pause)

F. This quiz is on pronouns.

F. Listen:

M. Miss Jones is a good teacher.	F. She is a good teacher.
M. William is busy today.	F. He is busy today.
M. Fred and Mary are at the movies.	F. They are at the movies.

M. Now, follow the example and write the one-word pronoun you say next to the number.

F. 1. Miss Jones is a good teacher. ....
F. 2. William is busy today. ....
F. 3. Fred and Mary are at the movies. ....
F. 4. You and I are in the same class. ....
F. 5. The door is closed. ....
F. 6. Mother is here. ....
F. 7. Mr. and Mrs. Jones are from Texas. ....
F. 8. Helen and she are sisters. ....
F. 9. Bill is on the team. ....
F. 10. My uncle is tall. ....
M. 11. The clock is slow. ....
M. 12. The plane is late. ....
M. 13. John and Mike are in the same class. ....
M. 14. George isn't ready. ....
M. 15. Ruth and Joe will help. ....
M. 16. Both windows are open. ....
M. 17. The car is old. ....
M. 18. Bill, Mary and Fred aren't coming. ....
M. 19. You and I will go together. ....
M. 20. My mother and father are here. ....

F. Now, you'll correct your answers. Put an X after the wrong answers. Here are the pronouns you should have written:

M. 1. She
M. 2. He
M. 3. They
M. 4. We
M. 5. It
M. 6. She
M. 7. They
M. 8. They
M. 9. He
M. 10. He
F. 11. It
F. 12. It
F. 13. They
F. 14. He
F. 15. They
F. 16. They
F. 17. It
F. 18. They
F. 19. We
F. 20. They

F. SECTION 2 Listening quiz.

F. Write "Section 2" on your paper and number from 1 to 20. (Pause) If the word is the same put S beside the number. If it is different put the letter D. S for same, D for different. Here we go:

M. 1. cut - cot ....
M. 2. sit - seat ....
M. 3. here - here ....
M. 4. get - gate ....
M. 5. but - bought ....
M. 6. top - top ....
M. 7. saw - sow ....
M. 8. her - hair ....
M. 9. pet - pet ....
M. 10. lack - lack ....
F. 11. light - right ....
F. 12. yet - yet ....
F. 13. wash - watch ....
F. 14. sing - sin ....
F. 15. wine - vine ....
F. 16. shoes - shoes ....
F. 17. breed - breathe ....
F. 18. boat - vote ....
F. 19. thick - sick ....
F. 20. H - age ....

M. Now, correct your answers. Mark an X after the incorrect answers. Here are the correct answers:

F. 1. D
F. 2. D
F. 3. S
F. 4. D
F. 5. D
F. 6. S
F. 7. D
F. 8. D
F. 9. S
F. 10. S
M. 11. D
M. 12. S
M. 13. D
M. 14. D
M. 15. D
M. 16. S
M. 17. S
M. 18. D
M. 19. D
M. 20. D

F. SECTION 3 Irregular verbs.

F. Write "Section 3" on your papers and number from 1-20. (Pause)

F. Listen:

M. bought F. did buy M. drove F. did drive
M. saw F. did see

M. Now, follow the example. Write "did" with the correct verb. You will write two words, "did" and the verb. Let's begin:

F. 1. bought ....
F. 2. saw ....
F. 3. drove ....
F. 4. spoke ....
F. 5. forgot ....
F. 6. went ....
F. 7. said ....
F. 8. ate ....
F. 9. brought ....
F. 10. made ....

M. 11. came ....
M. 12. lost ....
M. 13. broke ....
M. 14. ran ....
M. 15. fell ....
M. 16. had ....
M. 17. did ....
M. 18. bought ....
M. 19. ate ....
M. 20. wrote ....

F. Here are the correct answers. Put an X after the one you missed:

M. 1. did buy ....
M. 2. did see ....
M. 3. did drive ....
M. 4. did speak ....
M. 5. did forget ....
M. 6. did go ....
M. 7. did say ....

M. 8. did eat ....
M. 9. did bring ....
M. 10. did make ....
F. 11. did come ....
F. 12. did lose ....
F. 13. did break ....
F. 14. did run ....

F. 15. did fall ....
F. 16. did have ....
F. 17. did do ....
F. 18. did buy ....
F. 19. did eat ....
F. 20. did write ....

M. SECTION 4 Number from 1-20 (Pause)

M. Now listen carefully. You will hear some nouns and verbs. Some of them will have a final /s/ sound, some of them will have a final /z/ sound, and some will have a final /iz/ sound. Decide which ending you hear, and write "S," "Z," or "IZ" after the number on your answer sheet. Let's begin:

F. 1. pencils ....
F. 2. nurses ....
F. 3. tapes ....
F. 4. speaks ....
F. 5. tables ....
M. 6. classes ....
M. 7. understands ....

M. 8. pieces ....
M. 9. thanks ....
M. 10. erasers ....
F. 11. tapes ....
F. 12. nurses ....
F. 13. speaks ....
F. 14. pencils ....

F. 15. classes ....
M. 16. pieces ....
M. 17. erasers ....
M. 18. thanks ....
M. 19. tables ....
M. 20. understands ....

F. Here are your answers. Mark X after the ones you missed.

M. 1. Z
M. 2. IZ
M. 3. S
M. 4. S
M. 5. Z
M. 6. IZ
M. 7. Z
M. 8. IZ
M. 9. S
M. 10. Z
F. 11. S
F. 12. IZ
F. 13. S
F. 14. Z
F. 15. IZ
F. 16. IZ
F. 17. Z
F. 18. S
F. 19. Z
F. 20. Z

M. SECTION 5 Number from 1-20. (Pause)

F. All of the verbs you will hear end in "ed." Some sound like a "t," some like "d" and some "id." Write "t," "d," or "id" after each answer. Let's begin:

M. 1. stopped ....
M. 2. loved ....
M. 3. rested ....
M. 4. wished ....
M. 5. begged ....
M. 6. closed ....
M. 7. repeated ....
M. 8. dressed ....
M. 9. needed ....
M. 10. cashed ....
M. 11. freed ....
M. 12. added ....
M. 13. decided ....
M. 14. laughed ....
M. 15. reached ....
M. 16. wanted ....
M. 17. passed ....
M. 18. allowed ....
M. 19. crowded ....
M. 20. drowned ....

M. Here are the answers. Mark X after the ones you missed.

F. 1. T
F. 2. D
F. 3. ID
F. 4. T
F. 5. D
F. 6. D
F. 7. ID
F. 8. T
F. 9. ID
F. 10. T
M. 11. D
M. 12. ID
M. 13. ID
M. 14. T
M. 15. T
M. 16. ID
M. 17. T
M. 18. D
M. 19. ID
M. 20. D

F. SECTION 6 Irregular Verbs. Number from 1-20. (Pause)

F. Listen:

M. I went with Jim. F. didn't go
M. I knew your uncle. F. didn't know
M. I thought about it. F. didn't think

M. Now, you follow the example. Write just two words. Write the word "didn't" with the verb. Let's begin:

F. 1. I went with Jim. ....
F. 2. I knew your uncle. ....
F. 3. I thought about it. ....
F. 4. I spoke to Ruth. ....
F. 5. He understood the lesson. ....
M. 6. We ate together. ....

M. 7. She bought a new dress. ....

M. 8. I heard the song. ....

M. 9. Fred lost his watch. ....

M. 10. Jim forgot to come. ....

F. 11. We found a better way. ....

F. 12. I met his cousin. ....

F. 13. We drank some coke. ....

F. 14. He taught me to drive. ....

F. 15. I wrote home. ....

M. 16. They sent me an application. ....

M. 17. He brought me a copy. ....

M. 18. We drove to town. ....

M. 19. My dad flew to California. ....

M. 20. I saw you last night. ....

F. Here are your answers. Make corrections.

M. 1. didn't go
M. 2. didn't know
M. 3. didn't think
M. 4. didn't speak
M. 5. didn't understand
M. 6. didn't eat
M. 7. didn't buy
M. 8. didn't hear
M. 9. didn't lose
M. 10. didn't forget
M. 11. didn't find
M. 12. didn't meet
M. 13. didn't drink
M. 14. didn't teach
M. 15. didn't write
M. 16. didn't send
M. 17. didn't bring
M. 18. didn't drive
M. 19. didn't fly
M. 20. didn't see

M. SECTION 7 Comparative Adjectives. Number 1-20. (Pause)

M. Listen:

F. big	M. bigger
F. comfortable	M. more comfortable
F. good	M. better

F. Now, you write the comparative form:

M. 1. big ....

M. 2. comfortable ....

M. 3. good ....

M. 4. easy ....

M. 5. tall ....

M. 6. bad ....

M. 7. difficult ....

M. 8. intelligent ....

M. 9. fast ....

M. 10. beautiful ....

F. 11. little ....

F. 12. much ....

F. 13. pretty ....

F. 14. sad ....

F. 15. happy ....

F. 16. attractive ....

F. 17. short ....

F. 18. heavy ....

F. 19. ugly ....

F. 20. expensive ....

M. Here are the answers:

F. 1. bigger
F. 2. more comfortable
F. 3. better
F. 4. easier
F. 5. taller
F. 6. worse
F. 7. more difficult
F. 8. more intelligent
F. 9. faster
F. 10. more beautiful
M. 11. less
M. 12. more
M. 13. prettier
M. 14. sadder
M. 15. happier
M. 16. more attractive
M. 17. shorter
M. 18. heavier
M. 19. uglier
M. 20. more expensive

M. This ends the lesson.

M. Tape A-7

WRITING LETTERS. THE "NG" SOUND

M. Listen carefully for ending sounds. If you think the words are the same, say "Same' if you think they are different, say "Different."

F. thin - thing ....Different

F. thing - thing ....Same

F. thing - thin ....Different

F. sink - sing ....Different

F. sink - sink ....Same

F. sing - sing ....Same

F. sing - sink ....Different

F. lawn - long ....Different

F. long - long ....Same

F. long - lawn ....Different

M. win - win ....Same

M. wing - win ....Different

M. win - wing ....Different

M.	longer - longest	Different
M.	anger - anger	Same
M.	angry - angry	Same
M.	younger - younger	Same
M.	youngest - younger	Different
M.	hunger - hungry	Different
M.	hungry - hungry	Same

M. Now, I'll say "thin"; you say "thing." I'll say "sin"; you say "sing." You add the "ng" ending.

F. thin ....
F. sin ....
F. hun ....
M. sin ....
M. run ....
M. kin ....
F. kin ....
F. win ....
F. din ....

M. ban ....
M. lawn ....
M. run ....
F. run ....
F. thin ....
F. ban ....
M. din ....
M. sin ....
M. thin ....

F. win ....
F. din ....
F. ban ....
M. clan ....
M. win ....
M. tan ....

F. Listen and repeat:

M. sing ....
M. sang ....
M. song ....
M. long ....
M. ring ....
M. wing ....
M. king ....
M. thing ....
M. young ....
F. hung ....
F. hang ....
F. rang ....
F. clang ....
F. swing ....

F. bring ....
F. spring ....
F. string ....
F. strong ....
M. among ....
M. coming ....
M. going ....
M. nothing ....
M. something ....
M. morning ....
M. evening ....
M. running ....
M. walking ....
F. dancing ....

F. singing ....
F. swinging ....
F. springing ....
F. ringing ....
F. banging ....
F. finger ....
F. longer ....
F. longest ....
M. stronger ....
M. strongest ....
M. younger ....
M. youngest ....
M. anger ....
M. angry ....

F.	sing	Can you sing?	
F.	long	How long can you sing?	
F.	getting	How long can you sing without getting tired?	
F.	thing	This thing will last longer.	
M.	morning	The bird sang a song in the morning.	
M.	morning	Good morning	Good morning
M.	evening	Good evening	Good evening

F. Exchange headphones, very carefully, please.

F. Listen:

M. your uncle F. two weeks
M. How long has it been since you've heard from your uncle?
F. It's been about two weeks since I've heard from him.

M. your father F. ten days
M. How long has it been since you've heard from your father?
F. It's been about ten days since I've heard from him.

M. your brother F. six years
M. How long has it been since you've heard from your brother?
F. It's been about six years since I've heard from him.

M. Now, the evens ask; the odds answer:

M. your uncle	F. two weeks
M. your father	F. ten days
M. your brother	F. six years
M. your mother	F. a week
M. your sister	F. a month
M. Mary	F. six weeks
M. Ted	F. a year and a half
M. your aunt	F. two months

M. Listen:

F. your uncle M. two weeks
F. How long has it been since you've heard from your uncle?
M. It's been about two weeks since I've heard from him.

F. Now, the odds ask; the evens answer:

F. your uncle	M. two weeks
F. your father	M. ten days
F. your brother	M. six years
F. your mother	M. a week
F. your sister	M. a month

F. Mary	M. six weeks
F. Ted	M. a year and a half
F. your aunt	M. two months

F. Listen:

M. your uncle	F. a month ago

M. When was the last time you wrote to your uncle?
F. I can't recall exactly. I think I wrote him about a month ago.

M. your sister	F. a week ago

M. When was the last time you wrote to your sister?
F. I can't recall exactly. I think I wrote her about a week ago.

M. your brother	F. a year ago

M. When was the last time you wrote to your brother?
F. I can't recall exactly. I think I wrote him about a year ago.

M. Odds ask; evens answer:

M. your uncle	F. a month ago
M. your sister	F. a week ago
M. your brother	F. a year ago
M. your mother	F. five or six days ago
M. grandmother	F. a week and a half ago
M. Mary	F. two weeks ago
M. father	F. five days ago

M. Listen:

F. your uncle	M. a month ago

F. When was the last time you wrote to your uncle?
M. I can't recall exactly. I think I wrote him about a month ago.

F. Evens ask; odds answer:

F. your uncle	M. a month ago
F. your sister	M. a week ago
F. your brother	M. a year ago
F. your mother	M. five or six days ago
F. grandmother	M. a week and a half ago
F. Mary	M. two weeks ago
F. father	M. five days ago

F. Listen:

M. Did you hear from your friend today? M. (your family)
F. No, I didn't. I heard from my family.

M. Does the postman come in the morning? M. (at 2:00)
F. No, he doesn't. He comes at 2:00.

M.	Does it take long for a letter to get to New York?	M.	(a few days)
F.	No, it doesn't. It takes a few days.		

F. Follow the example. Odds answer; evens listen.

M.	Did you hear from your friend today?	F.	(your family)
M.	Does the postman come in the morning?	F.	(at 2:00)
M.	Does it take long for a letter to get to New York?	F.	(a few days)
M.	Did you send the letter air mail?	F.	(special delivery)
M.	Did you write your uncle last week?	F.	(this morning)
M.	Has Mary written to you?	F.	(John)
M.	Do they collect the mail on Sunday?	F.	(on week days)

M. Listen:

F.	Do you start your letters with "Sincerely yours"?	M.	("Dear Sir")
M.	No, I don't. I start them with "Dear Sir."		

M. Evens answer; odds listen:

F.	Do you start your letters with "Sincerely yours"?	M.	("Dear Sir")
F.	Do you write to your family every day?	M.	(every week)
F.	Did you receive some photographs?	M.	(some money)
F.	Did you mail your letter in the mail box?	M.	(at the post office)
F.	Do you send a check by ordinary mail?	M.	(registered mail)
F.	Was the package delivered on Sunday?	M.	(this morning)
F.	Did you end the letter with "Sincerely yours"?	M.	("With all my love")

F. Exchange headphones very carefully, please. (10 seconds)

F. Listen to this dialogue between a post office clerk and a student:

M. May I help you?
F. Yes, I'd like to send this letter to my family in Arizona.
M. Did you write your return address on the envelope?
F. Yes, I did.
M. How do you want to send it?
F. I guess I'll send it air mail.
M. Does it have anything valuable inside?
F. Yes, I enclosed a check and some photographs.
M. Then you'd better send it by registered mail.
F. That's a good idea. Will you take care of that for me?
M. I'm sorry. You'll have to take your letter to the next window.

F. Now, listen carefully again to the same dialogue. You'll be asked to remember it.
(Repeat Dialogues)

M. Now, I'll be the clerk. You be the student. We'll do the same dialogue.

M. May I help you? ....

M. Did you write your return address on the envelope? ....
M. How do you want to send it? ....
M. Does it have anything valuable inside? ....
M. Then you'd better send it by registered mail. ....
M. I'm sorry. You'll have to take your letter to the next window.

F. Listen:

F. Which has the final "ng" sound — first, second, or third?
M. ran - ram - rang ....(3rd)
M. lawn - long - lawn ....(2nd)
M. thin - think - thing ....(3rd)
M. thing - thin - think ....(1st)
M. win - wing - win ....(2nd)
F. wing - wing - win ....(1st, 2nd)
F. win - win - win ....(none)
F. wing - wing - wing ....(1st, 2nd, 3rd)
F. thing - thing - thin ....(1st, 2nd)
F. think - thin - thin ....(none)
M. thing - thing - thing ....(1st, 2nd, 3rd)
M. morning - morning - morning ....(1st, 2nd, 3rd)
M. run - rung - run ....(2nd)
M. ban - bank - bang ....(3rd)

M. Listen and repeat:
F. Mr. King sings tenor. ....
F. I'm drinking ginger ale, not orange juice. ....
F. Is John going to Denver in the morning? ....
F. Bill Browning always brings the morning paper. ....
M. I'm thinking of bringing it in the morning. ....
M. The bird sang a song in the morning. ....
M. The phone rang for a long time. ....

F. Listen:

M. What's he doing? F. He's watching T.V.	F. watching T.V.
M. What's she doing? F. She's studying.	F. studying

M.	What are you doing?	F.	writing an assignment
F.	I'm writing an assignment.		

F. Now, you answer:

M.	What's he doing?	F.	watching T.V. ....
M.	What's she doing?	F.	studying ....
M.	What are you doing?	F.	writing an assignment ....
M.	What are they doing?	F.	reading ....
F.	What's she doing?	M.	practicing her speech ....
F.	When are they coming?	M.	in the morning ....
F.	When's he leaving?	M.	in the evening ....
F.	When are we going?	M.	in the spring ....
M.	What's he doing?	F.	running to class ....
M.	What's he saying?	F.	asking about the assignment ....
M.	What are you carrying?	F.	something for you ....

M. This ends the lesson.

SEA FEVER

— John Masfield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face, and a gray dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gulls' way and the whale's way where the wind's like a
whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

LANDING OF THE PILGRIM FATHERS

by Felician Hemans

(1793-1835)

The breaking waves dashed high
On the stern and rock-bound coast,
And the woods, against a stormy sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild new England shore.

Not as the conqueror comes,
They, the true-hearted, came:
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear —
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

The ocean-eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared:
This was their welcome home!

There were men with hoary hair
Amidst the pilgrim band;
Why have they come to wither there,
Away from their childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenely high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought the faith's pure shrine!

Aye, call it holy ground,
The soil where first they trod!
They have left unstained what there they found;
Freedom to worship God.

INAUGURAL ADDRESS

John F. Kennedy

Januarfy 20, 1961

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility — I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it — and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you — ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessings and His help, but knowing that here on earth God's work must truly be our own.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

—Robert Frost

SEVENTH WEEK ENRICHMENT FOR PRACTICE OF (ŋ)

The fire wagon rings a song;
It races down the street.
Clingety, clangety, cling,
Clingety, clangety, cling,
Hear those fire bells ring!

—Ruth Dohr

"The Rock-a-bye Lady from Hush-a-bye Street
Comes stealing, comes creeping,
The poppies they hang from her head to her feet,
And each hath a dream that is tiny and fleet,
She bringeth her poppies to you my sweet
If she findeth you sleeping."

—Eugene Field

"Yet the ear it fully knows,
By the twanging
And the clanging,
How the danger ebbs and flows;
Yet the ear distinctly tells,
In the jangling
And the wrangling,
How the danger sinks and swells,—
By the sinking or the swelling in the anger of
the bells."

—Poe

JINGLE FOR THE PRACTICE OF THE THREE NASALS

I hear a bee huming near a flower:
m - m - m; m - m - m.

I hear a clock striking out the hour:
ding-dong; ding-dong.

I hear the spinning of a big red top:
n - n - n; n - n - n.

Keep them all going, don't let them stop!
m - m; ding-dong; n - n.
m - m; ding-dong; n - n.

—Agnes Curren Hann

(ng) (ŋ)

From Hansen and Pierce — *Speak to Learn*, Stockton Unified School District.

MAKING THE SOUND

To make the sound of (ŋ), put your tongue behind your lower front teeth and hum. The back of the tongue should press against the soft palate to make the sound come through the nose.

SOUND PICTURE—Ringing

REPEAT THE FOLLOWING SPEECH RHYME IN A SWINGING RHYTHM

Swinging

Swinging, (pause) swinging, (pause),
swinging high,
Swinging, swinging, swinging low,
Swinging,' till you touch your toe.
Swinging fast, and swinging slow,
Back and forth, to and fro.

HAPPY THOUGHTS

"The world is so full of a number of things,
I'm sure we should all be happy as Kings."

—Robert Louis Stevenson

LOOKING FOR THINGS:

Plan and execute a *looking walk,* weather permitting. Encourage students to talk about and remember the things they observe. Give them clues as to things which might be hidden underground, etc. Use your own initiative.

When the class returns, have them try to recall the things they saw. A student could chart the observations on the chalkboard. Do this in phrase rather than sentence form because creative writing follows creative oral expression. Don't kill spontaneity of thought with the mechanics of writing at this point.

The "things" may be grouped in many ways: shapes of things, growing things, red things, square things, tall things, short things, etc. Groups could be set up to play the game of "things." Plan with your students. The following plan may serve as a guide. This plan could also serve for rapid oral practice, individually, in small groups or in chorus.

"THE THINGS WE SAW"

Old papers blowing.
Something moving with the leaves.
Curtains flying.
Cement mixer going' round.
Two grandmas talking.
Soft bird feathers.
Black-birds flying.
One blue feather.
Yellow flowers on a wall.
Puppy's wagging tail.
Round hot sun.
White scrappy paper.
Yellow school bus resting.
Bird on a rosebush.
Dragonfly sleeping.
Clouds going by.
Burned ashes.
Tumble-weed rolling.
Trees shaking their leaves.
Flag waving.
Dandelion snow balls.
A kitten on a fence.

GROWING THINGS

Buds on tree limbs.
Ground Ivy.
Dandelions blowing.
Carrot tops in a green row.
Trumpet vines on the porch.
Heavy dark oak trees.
Grass with brown points.
Flower dropping their petals.
Clover among the grass.

RED THINGS

Robin's red breast.
Tomatoes hanging on the vine.
Little red wagon on the walk.
Geraniums in a pot.
Fire truck rushing by.
New books on the rack.

(SUBSTITUTE APPROPRIATE THINGS FROM YOUR SITUATION).

MOVING THINGS

Yellows wasps humming.
Frogs hopping in the pond.
Jets racing in the sky.
Children chasing.
Little flying birds.
White clouds drifting.
Cars following each other.
People going home.
Lawn mowers going back and forth.

THINGS YOU CAN HEAR (AT NIGHT)

Sirens blowing.
Doors banging.
Dogs barking.
Little mice running.
Airplane motors.
Bells ringing.
Horns honking.
Cats calling.
Radios blaring.
Traffic noises.

SOUNDS OF FINAL /s/

PRACTICE WORDS:

sighs
roots
rushes
beans
laughs
cracks
products
brushes
days
lunches
matches
cries
chances
Arthur's
hides
rolls
shortages
swings
bundles
coughs

THE TIDE RISES, THE TIDE FALLS

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveller hastens toward the town,
And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveller to the shore,
And the tide rises, the tide falls.

—Henry Wadsworth Longfellow

THE CATARACT OF LODORE

How does the water come down at Lodore?
From its sources which well
In the tarn on the fell,
From its fountain in the mountain,
Its rills and its gills
Through moss and through brake,
It runs and its creeps
For a while till it sleeps
In its own little lake,
And thence at departing,
Awakening and starting,
It runs through the reeds,
And away it proceeds,
Through meadow and glade,
In sun and in shade,
And through the wood shelter,
Among crags in its flurry,
Helter-skelter — hurry-skurry.

How does the water come down at Lodore?
Here it comes sparkling,
And there it lies darkling,
Here smoking and frothing,
Its tumult and wrath in,
It hastens along, conflicting, and strong,
Now striking and raging,
As if a war waging,
Its caverns and rocks among.

Now falling and crawling and sprawling,
And driving and riving and striving,
And sprinkling and twinkling and wrinkling,
And sounding and bounding and rounding,
And bubbling, and troubling and doubling,
Dividing and gliding and sliding,
And grumbling and rumbling and tumbling,
And clattering and battering and shattering;
And gleaming and steaming and streaming and beaming,
And rushing and flushing and brushing and gushing,
And flapping and rapping and clapping and slapping,
And curling and whirling and purling and twirling,
Retreating and beating and meeting and sheeting,
Delaying and straying and playing and spraying,
Advancing and prancing and glancing and dancing,
Recoiling, turmoiling and toiling and boiling,
The thumping and flumping and bumping and jumping,
And dashing and glashing and splashing and clashing, —
And so never ending, but always descending,
All at once and all o'er, with a mighty uproar —
And this is the way the water comes down at Lodore.

—Robert Southey

SEASONAL MATERIAL

OCTOBER

October! O, October!
I love your sparkling days,
Your gift of brilliant color,
Your soft gray haze.

I love your fiery maples,
I love your chestnut browns,
And all the sumac ladies
In their gay red gowns.

I love the ripe corn standing
In shocks so straight and bold,
I love the brown fields, resting,
And the pumpkins clad in gold.

The orange of the bittersweet,
The lovely gentian's blue,
The russet robes of sleepy ferns,
I love your every hue.

October! O, October!
I love your sparkling days.
Where do you find these wondrous tints
That set the world ablaze?

—J. Evelyn Willoughby

JACK O'LANTERN

The Man in the Moon looked down on the field,
Where the golden pumpkin lay;
He winked at him, and he blinked at him,
In the funniest kind of way.

But on Hallowe'en, when the moon looked down
From the sky, through the shadows dim,
The pumpkin fat on a gatepost sat,
And saucily laughed at him.

—Anna Chandler Ayer

LANGUAGE LESSON PLANS FOR LAB II EIGHTH WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice with conditional sentences. Provide intonation practice with words and sentences.	Teach the conditional sentence (*If* I knew her well, I *would* speak to her). Consider demonstrating samplings, then familiarize the patterns with original completions. *Regents II*, pp. 105, 106 may be helpful. Demonstrate stress with syllables, words, and sentences. Teach what stress is.	Substitution practice speaking conditional sentences (using "if" and "would"). Practice with sentence completion. Intonation practice with words and sentences; listening to a short story with follow-up comprehension questions about the story. Independent recording with *Noonday Sun* and *Abraham Lincoln.*	Tape *A-8:* Conditional Sentences Intonation Practice *Noonday Sun* *Abraham Lincoln* Speak-Sheets *I-1-V*, *I-2-V*
SESSION 2	Provide additional speaking practice with conditional sentences. Pronunciation practice with the /t/ sound.	The conditional sentence requires continued reinforcement and practice. Consider following the same procedure as the last session with much student-participation. See *Regents II*, pp. 107, 108. Scripts *A-8, A-9* may be helpful. Speak-Sheet *P-15-V* has suggestions for the /t/ sound.	Continuation of *A-8* with conditional sentences completions; pronunciation drills with the /t/ sound; short story on *Gettysburg Address* background; follow-up comprehension questions. Review the recitation of the *Gettysburg Address.*	Tape *A-9:* Conditional Sentences (continued) The /t/ sound Speak-Sheet *P-15-V* *Gettysburg Address* (model tape)
SESSION 3	Review speaking practice with the conditional sentence.	Use your own classroom procedures for the review of conditional sentences. Student completions (oral and/or written) will provide practice. Refer to *Regents II*, pp. 102-108, for suggested exercises.	Excerpts from *A-8* and *A-9* lessons. Students have a repertoire of at least ten reading selections. Have them choose their own favorites for independent recording.	Tapes *A-8, A-9* Model tapes (students' choice)

Week's Lessons Follow

F. Tape A-8

CONDITIONAL SENTENCES — INTONATION PRACTICE

M. Listen:

F. If I knew her well, I would speak to her.
F. If he attended class regularly, he would make good progress.
F. If she had more practice, she would speak English better.
F. If we had the money, we would take a trip to California.

M. Now, you finish the sentences. Use "would":

F. If I knew her well ....
F. If he attended class regularly ....
F. If she had more practice ....
F. If we had the money ....
F. If he went to bed earlier ....
M. If he drove more carefully ....
M. If he paid his debts ....
M. If I knew English better ....
M. If he prepared his homework ....
M. If I spoke Spanish ....

F. Now, let's work backwards.

F. Listen:

M. I would take a trip to California. F. if I owned an automobile
M. She would be a better student. F. if she worked harder
M. I would buy a car. F. if I had the money
M. I would go with you. F. if I had no classes

M. Now, you finish these sentences. Begin with "if":

F. I would take a trip to California ....
F. She would be a better student ....
F. I would buy a car ....
F. I would go with you ....
M. He would get better grades ....
M. I would pass my exams ....
M. I would telephone Bill ....
M. I would go home for Christmas ....

F. Listen:

- M. If I were you I wouldn't go.
- M. If today were Saturday, we wouldn't have to go to class.
- M. If Bill were faster, he would be on the track team.
- M. If I were a millionaire, I would spend all my money.
- M. If he were more ambitious, he would find a better job.

F. Now, you finish these sentences:

- M. If I were you ……………………………………
- M. If today were Saturday ……………………………………
- M. If Bill were faster ……………………………………
- M. If I were a millionaire ……………………………………
- M. If he were more ambitious ……………………………………
- F. If I were not so busy ……………………………………
- F. If I weren't so tired ……………………………………
- F. If I were you ……………………………………
- F. If I were Bill ……………………………………
- F. If Bill were here ……………………………………

M. Now, we'll work backwards.

M. Listen:

F. I wouldn't go	M. if I were you
F. We wouldn't be in class	M. if today were Saturday
F. Bill would be on the track team	M. if he were faster
F. Sam would find a better job	M. if he were more ambitious

F. Now, you finish the sentence. Begin with "if." Use "were":

- M. I wouldn't go ……………………………………
- M. We wouldn't be in class ……………………………………
- M. Bill would be on the track team ……………………………………
- M. Sam would find a better job ……………………………………
- F. Ruth would know what to do ……………………………………
- F. I would feel comfortable ……………………………………
- F. I wouldn't do that ……………………………………
- F. I would help you with that work ……………………………………
- M. I would go to tonight's movie ……………………………………
- M. I would spend all of my money ……………………………………

F. Listen:

M. If I knew about this yesterday, I would have worried all day long.
M. If the weather were nice, I would have gone on a picnic.
M. If I knew you were home, I would have telephoned.
M. If I were invited, I would have gone to the party.

F. Now, you finish these sentences. Use "would have":

M. If I knew about this yesterday ....
M. If the weather were nice ....
M. If I knew you were home ....
M. If I were invited ....
F. If I received your message ....
F. If he used his brakes ....
F. If he ran faster ....
F. If he weren't so angry ....

M. Now, let's work backwards.

M. Listen:

F.	I would have worried all day long	M.	if I knew about this yesterday
F.	I would have gone on a picnic	M.	if the weather was nice
F.	I would have telephoned	M.	if I knew you were home
F.	I would have gone to the party	M.	if I were invited

F. Now, you finish the sentences. Begin with "if":

M. I would have worried all day long ....
M. I would have gone on a picnic ....
M. I would have telephoned ....
M. I would have gone to the party ....
F. I would have come at once ....
F. I would have helped ....
F. I would have written you ....
F. We would have won the game ....

M. Intonation practice.

M. Listen and repeat:

F. *room*mate ....
F. *bath* room ....
F. *street* car ....

F. new *date* ....
F. big *room* ....
F. green *car* ....

F.	*car* fare	....	F.	new *fare*	....
F.	*drug* store	....	F.	large *store*	....
M.	*foot*ball	....	M.	blue *ball*	....
M.	*white* house	....	M.	white *house*	....
M.	*blue* bird	....	M.	blue *bird*	....
M.	*black* bird	....	M.	black *bird*	....

F. Now, listen carefully for the stressed word.

F. Listen and repeat:

M. I rode in a *subway* train. ....

M. I rode in a black *car.* ....

M. He went to the *drug* store. ....

M. He went to the large *store.* ....

F. They toured the *White* House. ....

F. They bought the white *house.* ....

F. That's a Western *Blue* bird ....

F. That's a pretty blue *bird.* ....

M. Listen and repeat:

F. Bob moved into a *boarding* house. ....

F. He found a good job in a *factory.* ....

F. I ate my breakfast in a *rest*aurant. ....

M. She gave her homework to the *teacher.* ....

M. He doesn't want to go to a *mov*ie. ....

F. Listen:

M. I don't have a car
F. but if I had one I would drive to California
M. I am not in Arizona
F. but if I were, I would visit my folks
M. I don't like to swim
F. but if I did, I would come with you to the pool
M. I haven't enough money
F. but if I had, I would buy that radio

F. Now, you finish the sentence. Begin with "but if I":

M. I don't have a car ....

M. I am not in Arizona ....

M. I don't like to swim ....

M. I haven't enough money ....

M. I can't typewrite well ....

F. I am not you ....

F. I cannot speak Navajo well ....

F. I don't know how to play the piano ....

F. I am not a millionaire ....

M. Listen to this story. You'll be asked questions about it:

The Farmer and the Apple Tree

F. A poor farmer once had a friend who was famous for the wonderful apples trees which he grew. One day this friend gave the farmer a young tree and told him to take it home and plant it. The farmer was pleased with the gift, but when he got home, he did not know where to plant it. He was afraid that if he planted the tree near the road, strangers would steal the fruit. If he planted the tree in one of his fields, his neighbors would come at night and steal one of the apples. If he planted the tree near his house, his children would take the fruit. Finally, he planted the tree deep in the woods, where no one could see it. But, naturally, without sunlight and proper soil, the tree soon died.

Later, the friend asked the farmer why he had planted the tree in such a poor place. "What's the difference?" the farmer said angrily. "If I had planted the tree near the road, strangers would have stolen the fruit. If I had planted the tree in one of my fields, my neighbors would have come at night and stolen some of the apples. If I had planted it near my house, my own children would have taken the fruit."

"Yes," said the friend. "But at least someone could have enjoyed the fruit. Now, by your foolish action, you have robbed everyone of the fruit and you have also destroyed a good tree."

M. Now answer these questions:

M. 1. For what was the farmer's friend famous? ....

M. 2. What particular kind of fruit tree did the friend grow? ....

M. 3. What did the friend give the farmer one day? ....

M. 4. What did he tell him to do with the young tree? ....

M. 5. Why was the farmer afraid to plant the tree near the road? ....

M. 6. What did he think would happen if he planted the tree in one of his fields?

....

M. 7. What would happen if he planted the tree near his house? ....

M. 8. Where did he finally plant the tree? ....

M. 9. Why did the tree die? ....

F. This ends the lesson.

F. Tape A-9

CONDITIONAL SENTENCES (continued)
PRONUNCIATION PRACTICE: THE "T" SOUND

M. Listen:

F. If Mary had more time, she would study more.
F. If I were you, I would learn to type.
F. If he knew her better, he would go with her.
F. If I had the money, I would buy that suit.

M. Now, you finish these sentences. Use "would":

F. If Mary had more time ....
F. If I were you ....
F. If he knew her better ....
F. If I had the money ....
F. If John were here now ....
M. If Helen were a good student ....
M. If the weather were warmer ....
M. If I had more time ....
M. If I were not so busy ....

F. Listen:

M. Would I be right or wrong if I said that birds can swim?
F. You would be wrong if you said that birds can swim.
M. Would I be right or wrong if I said that fish can fly?
F. You would be wrong if you said that fish can fly.
M. Would I be right or wrong if I said that women live longer than men?
F. You would be right if you said that women live longer than men.

F. Now, follow the example. You answer. Begin with "You would be":

M. Would I be right or wrong if I said that birds can swim? ....
M. if I said that fish can fly ....
M. if I said that women live longer than men ....
M. if I said that you are the best student in the class ....
F. if I said today is Wednesday ....
F. if I said the first president of the United States was Abraham Lincoln ....
F. if I said that summer in the United States begins on June 21st ....
F. if I said that dogs can run faster than horses ....
M. Would I be right or wrong if I said that girls are smarter than boys? ....

M. if I said that dogs can climb trees ....

M. if I said Independence Day is celebrated on July 4 ....

M. if I said that it is easy to learn English ....

M. if I said that it is raining hard outside ....

M. if I said that the largest state in the United States is Texas ....

F. Listen:

M. Which would you prefer to be, rich or poor?
F. I would prefer to be rich.
M. to live a long life or a short life
F. I would prefer to live a long life.
M. to live a happy life or a sad one
F. I would prefer to live a happy life.

F. Now, you follow the example. Begin with "I would prefer":

M. Which would you prefer to be, rich or poor? ....

M. to live a long life or a short one ....

M. to live a happy life or a sad one ....

M. to have a good appetite or a poor appetite ....

M. to feel well or ill ....

F. Which would you prefer to be, strong or weak? ....

F. to have many friends or few friends ....

F. to have a good looking sweetheart or an ugly one ....

F. to speak English well or to speak English poorly ....

F. to have a large vocabulary or a small vocabulary ....

M. Listen and repeat:

F. tell ....
F. two ....
F. 12, 10 ....
F. talk ....
F. tall ....
F. not ....
F. get ....
M. cigarette ....

M. wet ....
M. sit ....
M. let ....
M. little ....
M. better ....
M. butter ....
M. later ....
F. eating ....

F. sitting ....
F. button ....
F. mountain ....
F. bitten ....
F. written ....
F. satin ....
F. gotten ....

M. tip-dip ....

M. bet - bed ....

M. rot - rod ....

M. tie - die ....

M. town - down ....

M. two - do ....

M. latter - ladder ....

M. written - ridden ....

M. bit - bid ....

M. plate - played ....

F. matter - madder ....

F. wait - wade ....

F. satin - sadden ....

F. wrote - rode ....

F. mate - maid ....

F. bitter - bidder ....

F. height - hide ....

F. late - laid ....

F. light - lied ....

F. dough - toe ....

F. Listen and repeat:

M. Tell Dot to do it. ....

M. Today is cold, isn't it? ....

M. This is a better bottle of pop. ....

M. Can you tell me the time? ....

M. It was written by Mark Twain. ....

M. Ted had a good idea, didn't he? ....

F. Try to talk English all the time. ....

F. The old roads are in bad condition. ....

F. You'd better put a little butter on it. ....

F. Sixteen times two equals thirty-two. ....

F. A good doctor wouldn't do that. ....

F. Don't button the bottom button of your jacket. ....

M. Listen:

F. I would have telephoned you but I didn't know your number.

F. I would have given John your message but I didn't see him.

F. I would have bought a new radio, but I couldn't afford it.

F. He would have played the piano but you didn't ask him.

M. Now, you finish these sentences. Begin with "but":

F. I would have telephoned you ....

F. I would have given John your message ....

F. I would have bought a new radio ....

F. He would have played the piano ....

M. I would have gone with you ....

M. I would have come sooner ....

M. The plants would have grown ....

M. The meeting would have been over ....

F. Now, let's work backwards.

F. Listen:

M. If I knew your number I would have called you.
M. If I saw him I would have given him the message.
M. If I could have afforded it, I would have bought the radio.
M. If you had asked him, he would have played the piano.

F. Now, you finish the sentence; use "would have":

M. If I knew your number ....

M. If I saw him ....

M. If I could have afforded it ....

M. If you had asked him ....

F. If I had the time ....

F. If you watered the plants ....

F. If I wasn't so busy ....

F. If we finished the assignment ....

M. Listen:

F. What would have happened if you had come to class very late this morning?
M. The teacher would have been very angry with me.
F. if you had overslep this morning
M. I would have missed breakfast.
F. if you had not studied
M. I would have failed the exam.

F. Now, you answer. Use "would have":

M. What would have happened if you had come to class very late? ....

M. if you had overslept? ....

M. if you had not studied? ....

M. if you never prepared your homework? ....

M. if you fell and broke your leg? ....

F. What would have happened

F. if you had found a large sum of money in the street? ....

F. if you had discovered that you forgot your shoes this morning? ....

F. if you had forgotten the way to the dining room? ....

F. if you had missed the bus for school this year? ....

F. Listen carefully to this reading. You'll be asked questions about it.

M. You are learning Lincoln's famous Gettysburg Address. On November 19. 1863, Lincoln went to Gettysburg in Pennsylvania to speak at the National Soldier's Cemetery. The Civil War was still going on. There was much criticism of Lincoln at the time. He was not at all popular. He had been invited to speak at Gettysburg only out of courtesy. The main speaker was to be Edward Everett, a famous statesman and speaker of the day. Everett was a handsome man, very popular everywhere.

It is said that Lincoln prepared his speech on the train while going to Gettysburg. Late that night, alone in his hotel room and tired out, he again worked briefly on the speech. The next day Everett spoke first. He spoke for an hour and 57 minutes. His speech was a perfect example of the great speeches of the day. Lincoln rose.

The crowd of 15,000 people at first gave him little attention. He spoke only nine minutes. There was little applause. Lincoln turned to a friend and remarked, "I have failed again." On the train back to Washington he also said, "That speech was a flat failure, and the people are disappointed." Some newspapers at first criticized the speech. But little by little, as people read the speech more carefully they began to understand it better. They began to appreciate its simplicity and its deep meaning. It was a speech which only Abraham Lincoln could have given.

Today every American student learns by heart Lincoln's Gettysburg Address. Everyone thinks of it today as the greatest speech ever given in American history.

M. Now, answer these questions:

F. 1. What speech are we discussing? ....

F. 2. In what state is Gettysburg located? ....

F. 3. Why is there a National Cemetery in Gettysburg? ....

F. 4. In what year did Lincoln go to Gettysburg? ....

F. 5. Was Lincoln popular or unpopular at this time? ....

M. 6. Who was to be the main speaker? ....

M. 7. When did Lincoln prepare his speech? ....

M. 8. How long did Lincoln speak? ....

M. 9. Was there much or little applause? ....

M. 10. What did Lincoln himself say about his speech? ....

M. This ends the lesson.

STRESS

Stress means loudness.

Here are the four grades of stress we'll use:

name of stress	*dot symbol*	*examples:*	
weak	·	after	enough
loud	•	before	together
louder	●	company	tomorrow
loudest	⬤	another	believe
		city	little

Here are some words you know. You put the dot symbols (one over each syllable).

usual
result
above
consider
America
material
experience
herself
already
understand
information
education
disappoint
blackbird
imagine

Now, say the words above with expression, using your own stress symbols.

Say these phrases:

at home
phone call
put on
do it
how much
he's here
girl friend
a loaf of bread
a lot of money
ice cream
eat quickly
boy friend
Marian decided
beautiful woman
Paul Jones

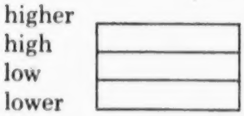
Put stress in your voice and say:

Chicago is called the Windy City.
Billy, your coffee is ready.
Excuse me please.
Can you tell me where it is?
I'm fine, thank you.
What do they cost?
When do you want to go?
There's a dance Friday night.

INTONATION (stress and pitch)

You remember that "stress" means loudness of a word. Your last Speak-Sheet gave you practice using *stress.* Now, let's use "pitch." *Pitch* means how high or low your voice says the word. One way to show pitch is to use four lines, like music:

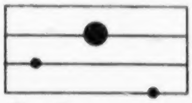
pitch



stress

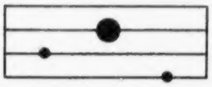
weak ·
loud •
louder ●
loudest ⬤

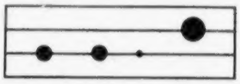
Put them together and you have:

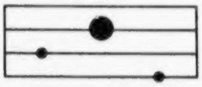

Good mor ning.

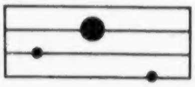
Intonation is the tune or song that English makes when you speak. You raise or lower your voice while you speak. If you don,'t your voice is dull or tiresome to hear, like striking the same note on the piano. People try not to use monotone (one sound) when they speak English.

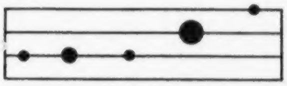
Loosen your voice. Use stress and pitch. Try saying these sentences:

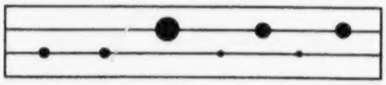

Good mor ning.

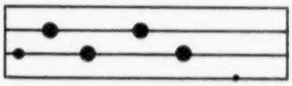

Good af ter noon.


Good eve ning.


How are you?


Do you speak Eng lish?


You speak Eng lish ve ry well.


A lit tle slow er please.

Now, *you* mark the intonation symbols of stress and pitch:

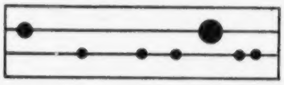
Yes, I un der stand.

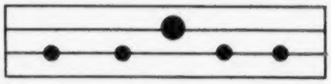
How do you do?

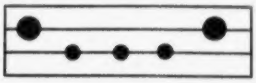
Are you go ing out?

Yes, I leave at six.

Try saying these sentences:


I'm from Cal i for nia.


That's my Eng lish book.


People call me Bob.

T and *D* SOUNDS

P-15-V

Say these words clearly:

tell
two
12, 10
talk
tall
not
got

cigarette
wet
sit
let
little
better
butter
later

eating
sitting
button
mountain
bitten
written
satin
gotten

day
D
do
did
done
doctor
December
dollar

don't
doing
didn't
idea
anybody
condition
good
bad

good-by
could
would
should
had
find
hold
read

Now, can you hear the difference?

tip - dip
bet - bed
rot - rod
tie - die
town - down

matter - madder
wait - wade
satin - sadden
wrote - rode
mate - maid

two - do
latter - ladder
written - ridden
bit - bid
plate - played

bitter - bidder
height - hide
late - laid
light - lied
dough - toe

Say these sentences. Be careful of your *t*'s and *d*'s:

Tell Dot to do it.
Today is cold, isn't it?
This is a better bottle of pop.
Can you tell me the time?
It was written by Mark Twain.
Ted had a good idea, didn't he?
Try to talk English all the time.
The old roads are in bad condition.
You'd better put a little butter on it.
Sixteen times two equals thirty-two.
A good doctor wouldn't do that.
Don't button the bottom button of your jacket.

NOONDAY SUN

Kathryn & Byron Jackson

Oh, I've ridden plenty of horses
    And I've broken a score in my time,
But there never was one
    Like the colt Noonday Sun —
Now there was a horse that was prime!

She'd run up the side of a mountain
    Or she'd tackle a wildcat alone.
Oh, she stood twelve hands high
    And her proud shining eye
Would soften the heart of a stone.
    Oh, yippi ippi ai — Oh, yippi ippi ay,
Would soften the heart of a stone.

She'd splash through a treach'rous river
    Or she'd tease for an apple or sweet,
She'd buck and she'd prance
    Or she'd do a square dance
On her four little white little feet.
    Oh, yippi ippi ai — Oh, yippi ippi ay,
On her four little white little feet.

But one night the rustlers stole her,
    They stole her and took her away.
Now the sun never shines,
    And the wind in the pines
Says, "You've lost your colt, lack-a-day!"
    Oh, yippi ippi ai — Oh, yippi ippi ay
Says, "You've lost your colt, lack-a-day!"

Someday I'll pull out my gun,
And I'll plug him bang - bang! —
    And I may even hang —
The outlaw that stole Noonday Sun.
    Oh, yippi ippi ai — Oh, yippi ippi ay,
The outlaw that stole Noonday Sun.

Oh, I still have her bridle and saddle,
    And I still have her bare empty stall
But there'll never be one
    Like the colt Noonday Sun,
And she'll never more come to my call!
    Oh, yippi ippi ai — Oh, yippi ippi ay,
And she'll never more come to my call!

ABRAHAM LINCOLN (1809-1865)

Rosemary & Stephen Benet

Lincoln was a long man.
He liked out of doors.
He liked the wind blowing
And the talk in country store.

He liked telling stories,
He liked telling jokes.
"Abe's quite a character,"
Said quite a lot of folks.

Lots of folks in Springfield
Saw him every day,
Walking down the street
In his gaunt, long way.

Shawl around his shoulders,
Letters in his hat.
"That's Abe Lincoln."
They thought no more than that.

Knew that he was honest,
Guessed that he was odd,
Knew he had a cross wife
Though she was a Todd.

Knew he had three little boys
Who liked to shout and play,
Knew he had a lot of debts
It took him years to pay.

Knew his clothes and knew his house.
"That's his office, here.
Blame good lawyer, on the whole,
Though he's sort of queer."

"Sure he went to Congress, once,
But he didn't stay.
Can't expect us all to be
Smart as Henry Clay."

"Need a man for troubled times?
Well, I guess we do.
Wonder who we'll ever find?
Yes — I wonder who."

That is how they met and talked.
Knowing and unknowing.
Lincoln was the green pine.
Lincoln kept on growing.

EIGHTH WEEK ENRICHMENT

FOR PRACTICE OF /t/MAKING THE SOUND

The sound of /t/ is made with the tip of the tongue. Place the tongue tip on the ridge behind the upper front teeth and bring it down quickly with a puff of air.

SOUND PICTURE: Ticking

"TICK-TOCK FUN"

TEACHER	"First the watch"	
GIRLS	"Tic - tic - tic - tic"	
TEACHER	"Then the clock"	
BOYS	"Tick-tock tick-tock"	
TEACHER	"Both in time"	
GIRLS	"Tic - tic - tic - tic"	AT THE SAME TIME
BOYS	"Tick-tock tick-tock"	
TEACHER	"They sound like one Clocks are fun"	
GIRLS	"Tic - tic - tic - tic"	AT THE SAME TIME
BOYS	"Tick-tock tick-tock"	

PLAY you are in a clock store. Think of all the different kinds of clocks you might see and hear. They all make the ticking sound; some loud, some soft, some fast, and some slow.

How does a Grandfather clock sound?
  A slow, heavy tick-tock
  On the hour it says bong-bong

How does a Cuckoo Clock sound?
  A quick, light tick-tock, tick-tock
  On the hour it says cuckoo-cuckoo.

How does an Alarm Clock sound?
  A sharp, quick tick-tock
  When the alarm goes off it rings and rings.

How does a Chime Clock sound?
  Tick-tock, tick-tock
  It plays a tune for the hours.

How does a watch sound?
  A fast tick-tick-tick

USING THE SOUND: HOW THE /t/ is written.

LETTERS

t	sounds like	/t/ in *t*ell, la*t*er and boa*t*.
tt	sounds like	/t/ in a*tt*ack and be*tt*er.
d	sounds like	/t/ in talk*ed* and ask*ed* (past tense), but not in spell*ed*, sagg*ed* and robb*ed*.
th	sounds like	/t/ in *th*yme, *Th*ames, and *Th*omas.
ght	sounds like	/t/ in bou*ght* and thou*ght*.
ct	sounds like	/t/ in indi*ct*.

FOR PRACTICE OF /t/

tot
testate
tatting
letter
taste
tomato
ticket
protect
artistic
tentative

straits
eighth
students
football
twice
treatments
triteness
brightly
nighttime
outward

tots
sweetmeat
tightness
tutor
trotting
tattle
twenty
Fleetfoot

beaten
mitten
Hottentot
cotton
button
rattle
brittleness
bottle
gentleman
scuttle

PRACTICE SENTENCES

1. The molten metal cooled and was beaten into brittle rattles.
2. Little children prattle to a kitten.
3. A gentleman in the Battery used a glottal plosive.
4. Rattlesnakes battled with a turtle.

5. The fundamental principle was upheld in Seattle.

6. A glutton from the mountains brought a bottle.

7. He wore ornamental mittens when he whittled.

8. Fatten the gentle beast.

9. Beetles annoyed the cattle in the cotton fields.

A tutor who tooted the flute
Tried to teach two young tooters to toot.
Said the two to the tutor,
"Is it harder to toot or
To tutor two tooters to toot?"

FOR PRACTICE OF /t/

Lucy Locket lost her pocket,
  Kitty Fisher found it;
Not a penny was there in it,
  Just the ribbon 'round it.
La, la, la, la, la, la, la,
  Kitty Fisher found it;
La, la, la, la, la, la, la,
  Just the ribbon 'round it.

— Author Unknown

Tip-toe, tip-toe
Hush, hark, hark!
You may see the Brownies
As soon as it is dark.
Trooping up the bannister,
Trooping down again.
Tip-toe, tip-toe,
Go the Brownie men.

— Author Unknown

Ten tin trains
On a tiny track
Tried to go forward
When they should have gone back.
Each tin soldier
Twisted his neck
When the ten tin trains
Crashed together in a wreck.

— S. M. H.

Tweedle-dum and Tweedle-dee resolved
  to have a battle,
For Tweedle-dum said Tweedle-dee had
  spoiled his nice new rattle.

Just then a monstrous crow flew down
  as big as a tar barrel,
Which frightened both the heroes so,
  they quite forgot their quarrel.

A fat rat sat upon a mat,
A fat cat sat there too;
The mat couldn't hold both cat and rat
So one had to move—can you guess who?

— Audrey Heine

THIS FOLLOWING POEM IS VERY GOOD FOR MEDIAL AND FINAL /t/.

LOOK OUT!

ALL: Look out! Look out!
A motor is coming!
Look out! Look out!
A motor is coming!
Look out!

DARK VOICES: Here it comes splashing
And hooting, and dashing!
Look out! Look out! Look out!

ALL: Look out! Look out!
A motor is coming!
Look out! Look out!
A motor is coming!
Look out!

CONDITIONAL SENTENCES

1. If John studied harder, he .... (pass) his test easily.
2. If I knew how to play the piano, I .... (play) every night.
3. If I didn't have to work today, I .... (go) swimming.
4. If John had more practice in conversation, he .... (speak) English better.
5. If he knew how to drive, he .... (have) fewer accidents.
6. If I liked languages better, I .... (study) French as well as English.
7. If John had the time, he .... (go) with us to Mexico.
8. If she spent more time on her homework, she .... (get) better grades.
9. If we studied together, we .... (make) more progress.
10. If I had an automobile, I .... (take) a trip to Miami.
11. If it didn't cost too much, I .... (go) by plane to Paris.
12. If I didn't live so far away, I .... (walk) to school every day.
13. If I had the money, I .... (buy) some new clothes.
14. If I knew her better, I .... (ask) her to go with us.
15. If I had the money, I .... (give) it to you gladly.
16. If I had a good book to read, I .... (stay) at home tonight.
17. If we left right away, we .... (be) there by 2:00.
18. If I took the noon train, at what time .... I (get) there?
19. If I .... (be) in your position, I would not go with him.
20. If today .... (be) Saturday, I would not have to work.
21. If the weather .... (be) warmer, we could go shopping.
22. If he .... (be) a friend of mine, I would ask him about it.
23. If I were you, I .... (explain) everything to him.
24. If today were a holiday, we .... (go) to Ogden and shop.

25. If I were not so busy I .... (go) with you.
26. If you were a millionaire, how .... you (spend) your money?
27. If she were my wife, I .... (tell) her a thing or two.

Emphasizing of different words in the same sentence

INTONATION: THE *WAY* THAT YOU SAY SOMETHING IS SOMETIMES MORE IMPORTANT THAN *WHAT* YOU SAY!

TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE: I DON'T CARE WHAT YOU SAY!

I don't care what you say!
I *don't* care what you say!
I don't *care* what you say!
I don't care *what* you say!
I don't care what *you* say!
I don't care what you *say*!

NOW TRY THIS SENTENCE: SHE WAS RIGHT HERE.

She was right here.
She *was* right here.
She was right here.
She was right *here*.

INTERPRET THIS ONE: DID YOU HEAR THAT AWFUL NOISE?

Did you hear that awful noise?
Did *you* hear that awful noise?
Did you *hear* that awful noise?
Did you hear *that* awful noise?
Did you hear that *awful* noise?
Did you hear that awful *noise*?

INTERPRET THIS SENTENCE: MARY WORE THAT BIG RED HAT.

Mary wore that big red hat.
Mary wore that big red hat.
Mary wore *that* big red hat.
Mary wore that *big* red hat.
Mary wore that big *red* hat.
Mary wore that big red *hat*.

SAY THE FOLLOWING SENTENCES FIRST *LAUGHINGLY*, THEN *SADLY*, AND LAST *ANGRILY*:

1. Am I going with you?
2. It just doesn't seem to fit.
3. What in the world have you been doing?
4. He told me he was going to fly across.

/t/, /d/ endings - REGENTS I, P. 96

1. pulled ....
2. walked ....
3. passed ....
4. washed ....
5. closed ....
6. changed ....
7. used ....
8. liked ....
9. picked ....
10. mailed ....
11. excused ....
12. boiled ....
13. finished ....
14. burned ....
15. filled ....
16. poured ....
17. worked ....
18. studied ....
19. talked ....
20. spelled ....
21. thanked ....
22. crossed ....
23. earned ....
24. entered ....
25. stopped ....
26. knocked ....
27. saved ....
28. lived ....
29. killed ....
30. played ....
31. showed ....
32. turned ....
33. dropped ....
34. looked ....
35. smoked ....
36. wished ....
37. rushed ....
38. hurried ....
39. placed ....
40. jumped ....
41. remained ....
42. arrived ....

DIPTHONG CONTRASTS--DIALOGUES

PRACTICE THESE DIALOGUES. WATCH YOUR INTONATION.

I. MILDRED AND PETER

MILDRED: What do you want to eat for dinner, Peter?

PETER: Do we have any fish in the freezer, Mildred?

MILDRED: We finished the fish last week, but we have roast beef tonight.

PETER: The roast sounds delicious. When will we eat dinner?

MILDRED: We'll eat between six and six-thirty, but I'll need some help.

PETER: I'll peel three potatoes, wash the string beans, and make the iced coffee.

II. CUSTOMER AND CLERK

CUSTOMER: Give me a loaf of bread, a half-dozen eggs, and some raspberry jam.

CLERK: Yes. Ma'am. Do you need any fresh fruit or vegetables? We have some nice lettuce, carrots, tangerines, and lemons.

CUSTOMER: How much is the lettuce? Are you sure it's fresh?

CLERK: Yes, it's very fresh and only ten cents a head.

CUSTOMER: I'll take a head of lettuce, two pounds of tangerines, and seven lemons.

CLERK: May I help you with anything else?

CUSTOMER: I don't think so. How much will that be?

CLERK: A dollar seventy-five, please.

CUSTOMER: Here you are.

CLERK: Thank you very much, and come again.

SEASONAL MATERIAL

HISTORY OF HALLOWEEN

A GHOSTLY LEGEND (by Rose Mary Pedersen, Deseret News Staff Writer)
HALLOWEEN . . .

That spookiest night of the year is almost here!

The history of Halloween — goes back to the days of the Druids, that ancient order of priests in Paul and Britain.

The Druids were the first to institute an autumn festival (held sometime around October 31) to celebrate the successful harvest and summer's end.

During the festival, they decorated their dwellings with pumpkins and cornstalks, and paid homage to ghosts, spirits, fairies, ghouls and elves in whom they believed.

And so it was for centuries. . . .

Then in the 700s the Romans followed their lead, and adapted the holiday to suit their own purposes. To them, October 31 became a day to honor all saints and martyrs, and was officially given the title of "All Saints Eve" or "Halloween," meaning holy or hallowed evening. (However, even though it was primarily a Christian holiday, it still was filled with many of the Druids' old superstitious customs).

And filled with superstitious customs "All Saints Eve" remained, when a hundred or so years later the Scottish people began to celebrate it. . . .

To illustrate:

Every October 31 in Scotland, children carved jack o'lanterns to frighten away evil spirits, and told grisly tales of how wicked people changed into witches and flew up chimneys on broomsticks.

At the same time, their parents busied themselves making "Colcannon" — a dish of mashed potatoes, turnips and chopped onions. (Hidden inside the mixture was a golden ring, and finding it meant protection from wicked witches for one whole year!)

But the Scottish were not the only ones celebrating October 31 at this time. . . .

The Irish, too, were turning it into a holiday filled with ghosts and goblins -- a holiday when peasants dressed in costumes went from house to house collecting all the food needed for a gigantic feast. (From this, say the historians, sprang the American custom of trick-or-treating and dressing in garish outfits on Halloween).

In fact, from each and every one of thesse afore mentioned customs, October 31 came to be what it is today in the United States.

SEASONAL MATERIAL — HALLOWEEN

SOMEONE

Someone came knocking
At my wee, small door
Someone came knocking,
I'm sure - sure - sure;
I listened, I opened,
I looked from left to right
But naught there was a-stirring
In the still - dark night.

Only the busy beetle
Tap-tapping in the wall
Only from the forest
The screech owl's call,
Only the cricket whistling
Where the dew-drops fall,
So I know not who came knocking
At all, at all, at all.

— Walter De La Mare

LANGUAGE LESSON PLANS FOR LAB II NINTH WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide practice asking questions. Pronunciation practice: /pt/ /kt/ /ft/	Oral and/or written drills making questions by inverting order; review use of "did" with common irregular verbs; demonstrate use of intonation when asking questions; develop awareness of /pt/ /kt/ and /ft/ endings. Refer to Script *A-10* for suggested presentation. *Regents I*, pp. 23, 45, might be an aid, plus S-17-V speak-sheet.	Questions through inverted order; use of "do" and "does"; "did with past of common irregular verbs; practice with /pt/ /kt/ /ft/ endings, original questions completions; use of "what," "where" and "how" questions. Review *Barbara Frietchie* for independent practice, also *America for Me.*	Tape *A-10:* Questions /kt/ pt/ /ft/ Speak-Sheet *S-17-V* Model tapes of *America for Me* *Barbara Frietchie*
SESSION 2	Continue providing practice asking questions. Teach the use of tag endings. Pronunciation drills with final consonants.	Continue with whatever method you find most effective providing question practice; tag endings lend themselves to written drills when students just write the tag ending (easily corrected). Develop awareness of final consonant sounds. *Regents,* p. 84, 85, 86 might be helpful. Script *A-11* might aid you.	Asking questions (continued). Practice with short positive & negative answers; practice with short positive and negative tag endings; answering negative questions; pronunciation practice with consonant endings; original sentences through completions. Review *Paul Revere's Ride* with independent practice. Also have student choice for warm up.	Tape *A-11:* Asking Questions Tag Endings Pronunciation: Final Consonants Speak-Sheet *S-17-V* Model tape of *Paul Revere*
SESSION 3	Introduce the use of similes in conversation. Practice the use of final /sts/ and /sks/ sounds.	Teach and demonstrate the use of similes. Elicit similes from the students; provide common vernacular similes used in everyday conversation. Develop awareness of the final /sts/ and /sks/ sounds. Script *A-12* has suggestions. Regents have none dealing with this purpose.	Provide speaking practice with common conversational similes (as dry as a bone, as straight as a arrow); allow for original similes; pronunciation drills with the final /sts/ and /sks/ in words and sentences. Review the *Arrow & the Song.*	Tape *A-12:* Similies Final /sts/ and /sks/ *The Arrow and the Song* Student choice, review of model tape.

Week's Lessons Follow

M. Tape A-10

REVIEW OF QUESTIONS:
PRONUNCIATION PRACTICE /pt/ /kt/ /ft/ ENDINGS

M. Listen:

F. Helen can speak English well.
M. Can Helen speak English well?
F. They must be here by ten o'clock.
M. Must they be here by ten o'clock?
F. She should spend more time on her English.
M. Should she spend more time on her English?

M. Now, you change to questions:

F. Helen can speak English well. ....
F. They must be here by ten o'clock. ....
F. She should spend more time on her English. ....
F. I would like to see that movie. ....
F. They have already left for Europe. ....
M. They will be back next month. ....
M. You may sit in this chair. ....
M. He is making good progress in English. ....
M. She was looking out the window at the time. ....
M. They can meet us at two o'clock. ....
F. You must tell him about it at once. ....
F. She has finished her homework. ....
F. A man is standing outside the door. ....
F. The pen is made of steel. ....
F. You can unlock the door with your key. ....
M. He may call us later. ....
M. The room was crowded with people. ....
M. They have located the child at last. ....

F. Listen:

M.	They live in Chicago.	F.	Do they live in Chicago?
M.	He speaks Navajo like a native.	F.	Does he speak Navajo like a native?
M.	She often comes to visit us.	F.	Does she often come to visit us?

F. Now, follow the example. Change these sentences to questions. Begin with "do" or "does."

M.	They live in Chicago.	F.	Do they live ....?
M.	He speaks Navajo like a native.	F.	Does he speak ....?
M.	She often comes to visit us.	F.	Does she come ....?
M.	Mr. Smith teaches us science.	F.	Does Mr. Smith teach ....?
M.	They both study in the same class.	F.	Do they both study ....?
F.	She speaks English with a slight accent.	M.	Does she speak ....?
F.	They drive to work every morning.	M.	Do they drive ....?
F.	We generally go by bus.	M.	Do we generally go ....?
F.	The bus stops in front of the hotel.	M.	Does the bus stop ....?
F.	We leave about 8:00 o'clock every morning.	M.	Do we leave ....?
M.	John and his brother both speak English well.	F.	Do John and his brother ......?
M.	Our dog barks at the slightest noise.	F.	Does our dog bark ....?
M.	He has very sharp ears.	F.	Does he have ....?
M.	Helen resembles her mother in many ways.	F.	Does Helen resemble ....?
M.	She has the same nose and eyes.	F.	Does she have ....?

F. Listen:

M. They left for California on Wednesday.
F. Did they leave for California on Wednesday?
M. I saw them off at the station.
F. Did you see them off at the station?
M. She put all her savings in the bank.
F. Did she put all her savings in the bank?

F. Now, follow the example. Change to questions. Begin with "did."

M.	They left for California on Wednesday.	F.	Did they leave ....?
M.	I saw them off at the station.	F.	Did you see ....?
M.	She put all her savings in the bank.	F.	Did she put ....?
M.	They lost everything they owned.	F.	Did they lose ....?
M.	The meeting began on time.	F.	Did the meeting begin ....?
M.	Helen drove us in her new car.	F.	Did Helen drive ....?
F.	Her father bought it for her.	M.	Did her father buy ....?
F.	She had a Ford.	M.	Did she have ....?
F.	I ate breakfast in the cafeteria.	M.	Did you eat ....?
F.	They met us promptly at 8.	M.	Did they meet ....?

F. The dog slept in the sun all afternoon. M. Did the dog sleep ....?

F. I got your message when we got home. M. Did you get ....?

M. He thanked me for the present. F. Did he thank ....?

M. I sent them a telegram when we arrived. F. Did you send ....?

M. He spoke to me about his change of plans. F. Did he speak ....?

M. I told him about our agreement. F. Did you tell ....?

M. John failed his last examination. F. Did John fail ....?

M. The ship sailed at midnight. F. Did the ship sail ....?

M. Now, let's review those verbs:

M. I'll say, "They left"; you answer, "Did they leave?" For example, listen:

M. They left F. Did they leave?
M. I saw F. Did you see?
M. She put F. Did she put?

M. Now, you follow the example. Begin with "did."

M. They left ....

M. I saw ....

M. They lost ....

M. The meeting began ....

M. Helen drove ....

F. Her father bought ....

F. She had ....

F. I ate ....

F. They met ....

M. The dog slept ....

M. I got ....

M. He thanked ....

M. I sent ....

F. He spoke ....

F. I told ....

F. John failed ....

F. The ship sailed ....

M. Pronunciation review.

M. Listen and repeat:

F. stopped ....

F. hoped ....

F. kept ....

F. slept ....

M. talked ....

M. liked ....

M. walked ....

M. looked ....

F. laughed ....

F. coughed ....

F. left ....

F. telegraphed ....

M. Listen and repeat:

F. They stopped in Chicago and slept. ....

F. We checked our suitcases and walked around the city. ....

F. I wonder why he laughed when he left. ....

M. Listen and repeat:

F. passed ....
F. danced ....
F. noticed ....
F. missed ....
M. finished ....
M. wished ....
M. rushed ....
M. cashed ....
F. watched ....
F. reached ....
F. touched ....
F. scratched ....
M. They danced until midnight. ....
M. I finished my homework at nine. ....
F. We watched television last night. ....
F. We kept channel 2 on most of the night. ....

F. Listen:

M. Our teacher was sick yesterday.	F. Was your teacher sick yesterday?
M. Bill was absent yesterday.	F. Was Bill absent yesterday?
M. Doctor Jones is a Navajo.	F. Is Doctor Jones a Navajo?

F. Now, follow the example. Change to questions:

M. Our teacher was sick yesterday. ....?
M. Bill was absent yesterday. ....?
M. Doctor Jones is a Navajo. ....?
M. They are very busy today. ....?
F. Helen is a very tall girl. ....?
F. His first name is George. ....?
F. He is from Texas. ....?
F. It is very warm today. ....?
F. His suit was dark grey. ....?

M. Change these sentences to questions:

F. William sat between Mary and me. ....?
F. It is a cloudy day. ....?
F. Helen will be back shortly. ....?
M. They live about two miles from here. ....?
M. She should spend more time on her ....?
M. These stamps are all stuck together. ....?

F. Listen:

M. They live in Chicago.
F. Where do they live?

M. Where

M. He will be back at six. F. What time will he be back?	M. What time
M. He speaks Navajo very well. F. How well does he speak Navajo?	M. How well

M. Now, follow the example. Ask the question. Begin with the words you hear at the end of the sentence.

M. They live in Chicago.	M. Where ....?
M. He'll be back at six.	M. When ....?
M. He speaks Navajo very well.	M. How well ....?
M. He left early because he was ill.	M. Why ....?
F. They'll be in Arizona for six months.	F. How long ....?
F. He visits us twice a week.	F. How often ....?
F. They moved to California for his work.	F. Why ....?
F. She is seventeen years old.	F. How old ....?
F. He teaches English.	F. What ....?
M. He was driving at about sixty miles per hour.	M. How fast ....?
M. His car is bright yellow.	M. What color ....?
M. I left my books in the library.	M. Where ....?
M. The bus is supposed to leave at two.	M. What time ....?

F. Now, complete the following questions by adding words of your own. Add at least three or four words.

F. For example:

M. Where does Helen	F. Where does Helen go to school?
M. Where did John	F. Where did John learn to drive?
M. When will Mr. Smith	F. When will Mr. Smith leave for Texas?

F. Now, you follow the example:

M. Why is Mary ....?

M. What time did they ....?

M. Why has John ....?

M. How long has she ....?

F. When do we ....?

F. What time can she ....?

F. When should we ....?

F. What time does he ....?

F. How well can he ....?

M. Now, complete these questions with words of your own. Add at least three or four words:

F. Why didn't Helen ....?
F. Why wasn't George ....?
F. Why doesn't William ....?
F. Why hasn't she ....?
F. Why doesn't the dog ....?
M. Why won't Helen ....?
M. Why isn't your frined ....?
M. Why didn't Mr. Smith ....?
M. Why don't they ....?
F. Why haven't they ....?
F. Why can't William ....?
F. Why wouldn't Grace ....?

M. This ends the lesson.

F. Tape A-11

ASKING QUESTIONS (Continued)
TAG ENDINGS
PRONUNCIATION PRACTICE — FINAL CONSONANTS

F. Listen:

M. Where are you going?	F. Nowhere.
M. Who is in the next room?	F. Nobody.
M. Which one of these books is yours?	F. None.
M. What did you do last night?	F. Nothing.

F. Now, follow the example. Give a short negative answer to the following. Use one word:

M. Where are you going? ....
M. Who is in the next room? ....
M. Which one of these books is yours? ....
M. What did you do last night? ....
F. What is she doing now? ....
F. Which of these two boys is your brother? ....
F. What are you going to do tonight? ....
F. What else did he tell you about his trip? ....
M. What did you do over the weekend? ....

M. Where are you going on your vacation? ....

M. What else do you need? ....

M. Who else called while I was out? ....

M. Which car is yours? ....

F. Listen:

M. Are there seven days in a week?	F. Yes, there are.
M. Was yesterday Wednesday?	F. No, it wasn't.
M. Can you speak Navajo well?	F. Yes, I can.
M. Do all students speak English well?	F. No, they don't.

F. Follow the example. Give shortened answers, either positive or negative.

M. Are there seven days in a week? ....

M. Was yesterday Wednesday? ....

M. Can you speak Navajo well? ....

M. Do all students speak English well? ....

F. Can you swim? ....

F. Can you play the piano? ....

F. Is Mr. Bradley here? ....

F. Did you see Ruth? ....

M. Was Washington the first President? ....

M. Do you have classes on Saturday? ....

M. Will you be in class tomorrow? ....

F. Tag endings. Listen:

M. Helen speaks English well, doesn't she?
M. She is from Phoenix, isn't she?
M. You drink coke, don't you?
M. He left by bus, didn't he?

F. Now, you add the tag ending:

M. Helen speaks English well, ...?	F. doesn't she?
M. She is from Phoenix, ...?	F. isn't she?
M. You drink coke, ...?	F. don't you?
M. He left by bus, ...?	F. didn't she?
M. His parents come from Arizona, ...?	F. don't they?
M. They now live in New Mexico, ...?	F. don't they?
M. They sell stamps in that drug store, ...?	F. don't they?

M. He went down town, ...? F. didn't he?
M. The dog has bitten several people, ...? F. hasn't it?
M. You have several friends there, ...? F. haven't you?
M. He has a strong accent, ...? F. hasn't he?
M. The classes meet three times a week, ...? F. don't they?
M. He asked her to the dance, ...? F. didn't he?
M. You'll let me know when you leave, ...? F. won't you?

M. Let's continue with tag endings.

M. Listen:

F. He didn't say anything to you about it, did he?
F. He can't speak a word of Navajo, can he?
F. You won't be back before noon, will you?
F. They haven't much money, have they?

M. Now, you add the tag ending:

F. He didn't say anything to you about it, ...? M. did he?
F. He can't speak a word of Navajo, ...? M. can he?
F. You won't be back before noon, ...? M. will you?
F. They haven't much money, ...? M. Have they?
F. They didn't have a good time, ...? M. did they?
F. The mail hasn't arrived yet, ...? M. has it?
F. He didn't try to borrow any money from you, ...? M. did he?
F. You've never been to Texas, ...? M. have you?
F. Bill wasn't here, ...? M. was he?
F. You never sam them, ...? M. did you?
F. You don't want anything to eat, ...? M. do you?

F. We'll continue with tag endings. Listen:
M. He was visiting, wasn't he?
M. That was Mary who called, wasn't it?
M. She can't dance very well, can she?
M. You didn't go to bed early last night, did you?

F. Now, you add the tag ending:

M. He was visiting, ...? F. wasn't he?
M. That was Mary who called, ...? F. wasn't it?
M. You didn't get to bed early last night, ...? F. did you?

M. She can't dance very well, ...? F. can she?

M. He speaks English well, ...? F. doesn't he?

M. You won't see him again this week, ...? F. will you?

F. He always gets up early, ...? M. doesn't he?

F. They have a great basketball team, ...? M. don't they?

F. You're going with us to the movie, ...? M. aren't you?

F. He doesn't understand what I'm saying, ...? M. does he?

M. I paid you, ...? F. didn't I?

M. You gave me my change, ...? F. didn't you?

M. Answer these questions with a shortened answer. If you mean yes, say, "yes"; if you mean no, say "no."

M. For example:

F. There aren't nine days in a week, are there? M. No, there aren't.
F. It wasn't snowing yesterday, was it? M. No, it wasn't.
F. You can't speak Russian, can you? M. No, I can't.
F. You're doing well with English, aren't you? M. Yes, I am.

M. Now you give the shortened answers:

F. There aren't nine days in a week, are there? ....

F. It wasn't snowing yesterday, was it? ....

F. You can't speak Russian, can you? ....

F. You're doing well with English, aren't you? ....

F. You don't attend classes on Saturday, do you? ....

M. Today isn't Sunday, is it? ....

M. You can't play the piano, can you? ....

M. You speak Navajo well, don't you? ....

M. Lincoln wasn't our first president, was he? ....

M. You don't smoke, do you? ....

F. You're not from Nevada, are you? ....

F. You'll be in school tomorrow, won't you? ....

M. Pronunciation practice.

M. Listen and repeat:

F. Milk for breakfast .... We usually have milk for breakfast. ....

F. Cash a check .... Where can I cash a check? ....

M. Six o'clock .... Call me at six o'clock? ....

M.	Eggs, vegetables & sugar....	Ruth bought eggs, vegetables and sugar. ....
F.	Go to the bank	I've got to get to the bank to cash a check. ....
F.	Milk and eggs	Most kids have milk and eggs for breakfast. ....
F.	Took the book	She took the book. ....

M. Now, complete the following questions by adding words of your own. Add at least three or four words:

F. Where does Helen ....?
F. Where did John ....?
F. When will Mr. Smith ....?
F. How well can she ....?
F. Why is Mary ....?
M. What time did they ....?
M. Why has John ....?
M. How long has she ....?
M. When do we ....?
M. What time can she ....?
F. When should we ....?
F. What time does he ....?

M. Now, complete the questions with words of your own. Add at least three or four words.

F. Why didn't Helen ....?
F. Why wasn't George ....?
F. Why doesn't Wililam ....?
F. Why hasn't she ....?
M. Why doesn't the dog ....?
M. Why won't Helen ....?
M. Why isn't your friend ....?
M. Why didn't Mr. Smith ....?
M. Why don't they ....?
M. Why can't William ....?
F. Why haven't they ....?
F. Why wouldn't Grace ....?

M. This ends the lesson.

F. Tape A-12

SIMILES
FINAL /sts/ and /sks/ SOUNDS

F. Listen:

M. dry	F. as dry as a bone
M. straight	F. as straight as an arrow
M. sweet	F. as sweet as sugar
M. cold	F. as cold as ice
M. stubborn	F. as a mule
M. light	F. as light as a feather
F. heavy	M. as heavy as lead
F. good	M. as good as gold
F. old	M. as old as the hills
F. quick	M. as quick as a flash
F. thin	M. as thin as a rail
F. fast	M. as fast as lightning

F. Now, you give the simile:

M. as dry as	F. a bone
M. as straight as	F. an arrow
M. as sweet as	F. sugar
M. as stubborn as	F. a mule
M. as cold as	F. ice
M. as heavy as	F. lead
F. as light as	M. a feather
F. as good as	M. gold
F. as old as	M. the hills
F. as quick as	M. a flash
F. as thin as	M. a rail
F. as fast as	M. lightning

F. Now, you finish these sentences:

M. That road is as straight as ....

M. Jim is as stubborn as ....

M. Mary is as thin as ....

M. That joke is as old as ....

F. This package is as heavy as ....

F. He runs as fast as ....

F. The baby was as good as ....

F. This room is as cold as

M. The pop was as sweet as

M. This package is as light as

M. My mouth feels as dry as

M. The storm came as quick

F. Now, try to think up your own similes.

F. For example, listen:

M. I'm as hungry as F. a bear
M. The ice is as smooth as F. glass
M. The candy is as hard as F. a rock

F. Now, follow the example:

M. I'm as hungry as

M. The ice is as smooth as

M. The candy is as hard as

M. You're as funny as

F. You're as slow as

F. It's as clear as

F. I'm as happy as

F. I'm as sad as

M. I'm as tired as

M. I'm as lazy as

M. I'm as sleepy as

M. He runs as fast as

F. It's as dark as

F. She's as pretty as

F. He's as fat as

F. He's as smart as

M. He's as tall as

M. He swims likes a

M. He eats like a

F. Pronunciation practice.

F. Listen and repeat:

M. desk - desks - We need two more desks.

M. mask - masks - The clowns wore masks.

M. task - tasks - Those are difficult tasks. ....

F. beast - beasts - He hunted wild beasts. ....

F. nest - nests - The eagle raided the nests. ....

F. wrist - wrists - The policeman tied his wrists. ....

M. lists - lists - Your name is on one of the lists. ....

M. test - tests — Ted has to study for two tests. ....

F. Now, change these statements to questions. For example:

M. We need two more desks.	F. Do we need two more desks?
M. The clowns wore masks.	F. Did the clowns wear masks?

F. Now, follow the example; ask the question:

M. We need two more desks. ....

M. The clowns wore masks. ....

M. Those are difficult tasks. ....

M. He hunted wild beasts. ....

F. The eagle raided the nests. ....

F. The police tied his wrists. ....

F. Your name is on one of the lists. ....

F. Ted has to study for two tests. ....

M. Pluralize these words:

F. disk ....

F. mask ....

F. task ....

F. beast ....

F. nest ....

M. wrists ....

M. list ....

M. test ....

M. ghost ....

M. post ....

F. must ....

F. breast ....

F. feast ....

F. desk ....

F. beast ....

M. Now, you provide the simile:

F. as fast as ....

F. as slow as ....

F. as heavy as ....

F. as light as ....

F. as soft as ....

F. as hard as ....

M. as tall as ....

M. as small as ....

M. as sour as ....

M. as sweet as ....

M. as good as ....

M. as bad as ....

M. as pretty as ....

F. as ugly as ....

F. as clever as ....

F. as white as ....

M. as rough as ....

M. as smooth as ....

M. as strong as ....

F. as hungry as ....

F. as angry as ....

F. as neat as ....

F. as messy as ....

F. as black as ....

F. as scared as ....

F. as brave as ....

M. as wild as ....

M. as busy as ....

M. as old as ....

M. as straight as ....

F. Here are more common English similes.

F. Try to memorize these:

F. Listen:

M. as dead as a door nail ....

M. as poor as a church mouse ....

M. as hard as nails ....

M. as white as a sheet ....

F. as hungry as a bear ....

F. as black as coal ....

F. as strong as an ox ....

F. as cool as a cucumber ....

M. as honest as the day is long ....

M. as clean as a whistle ....

M. as neat as a pin ....

M. as big as a house ....

M. Now, you give the simile:

For example, listen:

F. dead	M. as dead as a door nail
F. poor	M. as poor as a church mouse
F. hard	M. as hard as nails
F. white	M. as white as a sheet

M. Now, follow the example:

F. dead	M. as a door nail
F. poor	M. as a church mouse
F. hard	M. as nails
F. white	M. as a sheet
M. hungry	F. as a bear

M. black .... F. as coal

M. strong .... F. as an ox

M. cool .... F. as a cucumber

F. honest .... M. as the day is long

F. clean .... M. as a whistle

F. neat .... M. as a pin

F. big .... M. as a house

F: Finish these sentences:

M: Bill is strong. He's as hard as ....

M: I'd like to eat. I'm as hungry as a ....

M: Turn on the light. This room's as black as ....

M: Ted would never steal. He's an honest as ....

F: Look at that car. It's as clean as a ....

F: Bill is gaining weight. He's getting as big as a ....

F: Mary dresses well. She's always as neat as a ....

F: Ruth never gets excited. She's cool as a ....

M: I'm broke. I'm as poor as a ....

M: He tackled him hard. He must be strong as an ....

M: I thought she was going to faint. She turned as white as a ....

F: This ends the lesson.

S-17-V

PT, KT, FT, ST, SHT, CHT

Listen for your final T sound. Say these words twice:

stopped
hoped
kept
slept
swept
talked
liked
walked
looked
parked
laughed
coughed
left
telegraphed
sniffed

Now, try the present and past of these verbs. Can you hear the difference?

pass - passed
dance - danced
notice - noticed
miss - missed
finish - finished
wish - wished
rush - rushed
cash - cashed
watch - watched
reach - reached
touch - touched
scratch - scratched

Say these sentences. Be careful about the final T's:

They stopped	**They stopped in Chicago.**
We checked	**We checked our suitcases.**
We walked	**We walked around the city.**
He laughed	**I wonder why he laughed when he left?**
They danced	**They danced until midnight.**
I finished	**I finished my homework at nine o'clock.**
We watched	**We watched television last night.**

THE ARROW AND THE SONG

I shot an arrow into the air,
It fell to earth, I know not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I know not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

— Henry Wadsworth Longfellow

AMERICA FOR ME

— Henry Van Dyke

'Tis fine to see the Old World, and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and the statues of the kings —
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be.
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;
I like the gardens of Versailles* with dashing fountains filled;
But, oh, to take your hand, my dear, and ramble for a day
In the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack:
The Past is too much with her, and the people looking back.

*Pronounce: Vair-sie

But the glory of the Present is to make the Future free, —
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

TAG ENDINGS

ADD TAG ENDINGS TO THESE STATEMENTS:

EXAMPLE: The first meal of the day is breakfast, *isn't it?*

1. In the United States, coffee is more popular than tea, ...?
2. There is usually fruit for breakfast, ...?
3. Rice isn't part of an American breakfast, ...?
4. There are often eggs for breakfast, ...?
5. There isn't usually any fish on the breakfast table, ...?
6. There is often hot toast for breakfast, ...?
7. Americans don't eat soup for breakfast, ...?
8. Many people like butter and jelly on their toast, ...?
9. An American husband usually goes to work immediately after breakfast, ...?
10. After that, his wife washes the dishes, ...?

EXAMPLE: People in the United States usually eat their biggest meal in the evening, *don't they?*

1. Most people eat lunch at noon, ...?
2. They often eat soup, sandwiches, or salad at noon, ...?
3. Children don't usually drink coffee or tea, ...?
4. In the United States, men and women often drink milk, ...?
5. Bottles of milk are brought to the family's door every morning, ...?
6. Many school children eat lunch at school, ...?
7. Most men can't leave their work long enough for lunch at home, ...?
8. They must eat lunch in restaurants near their work, ...?
9. People in the United States usually eat meat, potatoes, vegetables, and dessert for dinner, ...?
10. The children and their parents usually eat dinner together at about six o'clock, ...?

GIVE *SHORT, TRUE* ANSWERS TO THESE QUESTIONS. WHEREVER POSSIBLE, USE PRONOUNS AS SUBJECTS, AND AUXILIARY VERBS AS PREDICATES.

EXAMPLE: Is February the first month of the year? *No,* it isn't.

1. Is Wednesday between Tuesday and Thursday?
2. Is two-thirty between one o'clock and two o'clock?
3. Is the United States North of Canada?
4. Are there many people in New York City?
5. Are there dresses for men?
6. Does a car cost more than a bicycle?
7. Do most children like candy?
8. Do girls usually play football?
9. Do you know 10,000 English words?
10. Did Henry Ford make Chevrolets?

EXAMPLE: Which day comes after Monday? *Tuesday does.*

1. Which month comes before September?
2. Which month sometimes has twenty-eight days in it?
3. How many days are there in a week?
4. What are the small round things on a man's shirt?
5. What are bottles made of?
6. Do people or animals live in zoos?
7. Do old people usually go to school?
8. Does meat cost more than rice?
9. How many people are there in an empty room?
10. Should small children drink coffee or milk?

HOW INDIAN CORN CAME INTO THE WORLD

An Ojibway Legend

By Henry R. Schoolcraft (Adapted)

Long, long ago, in a beautiful part of this country, there lived an Indian with his wife and children. He was poor and found it hard to provide food enough for his family. But though needy he was kind and contented, and always gave thanks to the Great Spirit for everything that he received. His eldest son, Wunzh, was likewise kind and gentle and thankful of heart, and he longed greatly to do something for his people.

The time came that Wunzh reached the age when every Indian boy fasts so that he may see in a vision the Spirit that is to be his guide through life. Wunzh's father built him a little lodge apart, so that the boy might rest there undisturbed during his days of fasting. Then Wunzh withdrew to begin the solemn rite.

On the first day he walked alone in the woods looking at the flowers and plants, filling his mind with the beautiful images of growing things so that he might see them in his night-dreams. He saw how the flowers and herbs and berries grew, and he knew that some were good for food, and that others healed wounds and cured sickness. And his heart was filled with even a greater longing to do something for his family and his tribe.

"Truly," thought he, "the Great Spirit made all things. To Him we owe our lives. But could He not make it easier for us to get our food than by hunting and catching fish? I must try to find this out in my vision."

So Wunzh returned to his lodge and fasted and slept. On the third day he became weak and faint. Soon he saw in a vision a young brave coming down from the sky and approaching the lodge. He was clad in rich garments of green and yellow colors. On his head was a tuft of nodding green plumes, and all his motions were graceful and swaying.

"I am sent to you, O Wunzh," said the sky-stranger, "by that Great Spirit who made all things in sky and earth. He has seen your fasting and knows how you wish to do good to your people, and that you do not seek for strength in war nor the praise of warriors. I am sent to tell you how you may do good to your kindred. Arise and wrestle with me, for only by overcoming me may you learn the secret."

Wunzh, though he was weak from fasting, felt courage grow in his heart, and he arose and wrestled with the stranger. But soon he became weaker and exhausted, and the stranger, seeing this, smiled gently on him and said: "My friend, this is enough for once, I will come again tomorrow." And he vanished as suddenly as he had appeared.

The next day the stranger came, and Wunzh felt himself weaker than before; nevertheless he rose and wrestled bravely. Then the stranger spoke a second time. "My friend," he said, "have courage! Tomorrow will be your last trial." And he disappeared from Wunzh's sight.

On the third day the stranger came as before, and the struggle was renewed. And Wunzh, though fainter in body, grew strong in mind and will, and he determined to win or perish in the attempt. He exerted all his powers, and, lo! in a while, he prevailed and overcame the stranger.

"O Wunzh, my friend," said the conquered one, "you have wrestled manfully. You have met your trial well. To-morrow I shall come again and you must wrestle with me for the last time. You will prevail. Do you then strip off my garments, throw me down, clean the earth of roots and weeds, and bury me in that spot. When you have done so, leave my body in the ground. Come often to the place and see whether I have come to life, but be careful not to let weeds or grass grow on my grave. If you do all this well, you will soon discover how to benefit your fellow creatures." Having said this, the stranger disappeared.

In the morning Wunzh's father came to him with food. "My son," he said, you have fasted long. It is seven days since you have tasted food and you must not sacrifice your life. The Master of Life does not require that."

"My father," replied the boy, "wait until the sun goes down tomorrow. For a certain reason I wish to fast until that hour."

"Very well," said the old man, "I shall wait until the time arrives when you feel inclined to eat." And he went away.

The next day, at the usual hour, the sky stranger came again, and though Wunzh had fasted seven days, he felt a new power arise within him. He grasped the stranger with superhuman strength, and threw him down. He took from him his beautiful garments, and, finding him dead, buried him in the softened earth, and did all else as he had been directed.

He then returned to his father's lodge, and partook sparingly of food. There he abode for some time. But he never forgot the grave of his friend. Daily he visited it, and pulled up the weeds and grass, and kept the earth soft and moist. Very soon, to his great wonder, he saw the tops of green plumes coming through the ground.

Weeks passed by, the summer was drawing to a close. One day Wunzh asked his father to follow him. He led him to a distant meadow. There, in the place where the stranger had been buried, stood a tall and graceful plant, with bright-colored, silken hair, and crowned by nodding green plumes. Its stalk was covered with waving leaves, and there grew from its sides clusters of milk-filled ears of corn, golden and sweet, each ear closely wrapped in its green husks.

"It is my friend!" shouted the boy joyously; "it is Mondawmin, the Indian Corn! We need no longer depend on hunting, so long as this gift is planted and cared for. The Great Spirit has head my voice and has sent us this food."

Then the whole family feasted on the ears of corn and thanked the Great Spirit who gave it. So Indian Corn came into the world.

THANKSGIVING

Joy is in the parlor,
Fun in on the stair,
Bustle in the kitchen,
Odors in the air!

Laughter in each dimple,
Smile in every eye!
Happy little maiden,
Can you tell me why?

Oh, 'tis glad Thanksgiving
Joy of all the year,
Nothing half so happy,
Nothing half so dear!

Song and sport and pleasure
Make the moments fly,
Happy hearts are thankful;
That's the reason why.

THANKSGIVING

As little Jackie Squirrel
Looked out one Autumn day,
He saw old Mrs. Turkey,
Who chanced to pass that way.

"She looks quite fine," said Jackie
"But I believe somehow;
I'd rather be a squirrel
Than any bird just now!"

—Mrs. Cecil Trout Blancke

THANKSGIVING DAY

Upon our fields of corn and grain
Made ripe by earth and wind and rain,
The same sun shines that made them glad,
Each little Pilgrim lass and lad.

Long, long ago the Pilgrims bent
Their heads to thank the God who sent
The harvest ripened by the sun,
The evening rest when day was done.

And they who bowed their heads above
The feast made fair by work and love,
Passed on to us the grace to give
Our thanks to Him who made us live.

THANKSGIVING HYMN

For flowers that bloom about our feet,
For tender grass, so fresh and sweet,
For song of bird and hum of bee,
For all things fair we hear or see . . .
Father in Heaven, we thank Thee!

For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees . . .
Father in Heaven, we thank Thee!

For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance, lest we go astray,
Father in Heaven, we thank Thee!

For this new morning with its light,
For rest and shelter of the night,
For health and good, for love and friends,
For ev'rything His goodness sends,
Father in Heaven, we thank Thee!

—Author Unknown

THANKSGIVING DAY

Over the river and through the wood,
To Grandfather's house we go;
The horse knows the way
To carry the sleigh
Through the white and drifted snow.

Over the river and through the wood . . .
Oh, how the wind does blow!
It stings the toes
And bites the nose,
As over the ground we go.

Over the river and through the wood,
To have a first-rate play.
Hear the bells ring,
"Ting-a-ling-ding!"
Hurrah for Thanksgiving Day!

Over the river and through the wood,
Trot fast, my dapple-gray!
Spring over the ground,
Like a hunting hound!
For this is Thanksgiving Day.

Over the river and through the wood,
And straight through the barn-yard gate.
We seem to go
Extremely slow, . . .
It is so hard to wait!

Over the river and through the wood . . .
Now Grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin-pie!

—L. Maria Child

COYOTE AND CROW

One day Coyote was out walking. He saw Crow. Crow was holding his hat under his foot.

"What is under your hat?" asked Coyote.

"I have a bluebird under by hat," said Crow. "Will you hold it for me a little while?" asked Crow. "I will hold it," said Coyote.

"Don't look under it," said Crow. "Don't let the bluebird get away."

"I will hold it," said Coyote. "I will hold it until you get back."

Crow flew away. He flew behind a rock. He could see Coyote, but Coyote could not see him.

Coyote looked all around. He did not see Crow. He looked at the hat. "A bluebird," he thought. "A nice bluebird. Crow is gone. I'll eat the bluebird." He looked around again.

He raised the hat carefully. He grabbed — but it wasn't a bluebird. It was a cactus.

"Caw, caw, caw," said Crow from the top of the rock.

Coyote was angry. He sat down to pick the thorns out of his foot. "Caw, caw, caw," said Crow again and flew away.

THE SPIRIT OF THE CORN

An Iroquois Legend

By Harriet M. Converse (Adapted)

There was a time, says the Iroquois grandmother, when it was not needful to plant the cornseed nor to hoe the fields, for the corn sprang up of itself, and filled the broad meadows. Its stalks grew strong and tall, and were covered with leaves like waving banners, and filled with ears of pearly grain wrapped in silken green husks.

In those days Onatah, the Spirit of the Corn, walked upon the earth. The sun lovingly touched her dusky face with the blush of the morning, and her eyes grew soft as the gleam of the stars on dark streams. Her night-black hair was spread before the breeze like a wind-driven cloud.

As she walked through the fields, the corn, the Indian maise, sprang up of itself from the earth, and filled the air with its fringed tassels and whispering leaves. With Onatah walked her two sisters, the Spirits of the Squash and the Bean. As they passed by, squash-vines and bean-plants grew from the corn-hills.

One day Onatah wandered away alone in search of early dew. Then the Evil One of the earth, Hahgwehdaetgah, followed swiftly after. He grasped her by the hair and dragged her beneath the ground down to his gloomy cave. Then, sending out his fire-breathing monsters, he blighted Onatah's grain. And when her sisters, the Spirits of the Squash and the Bean, saw the flame-monsters raging through the fields, they flew far away in terror.

As for poor Onatah, she lay a trembling captive in the dark prison-cave of the Evil One. She mourned the blight of her cornnfields, and sorrowed over her runaway sisters.

"O warm, bright sun!" she cried, "if I may walk once more upon the earth, never again will I leave my corn!"

And the little birds of the air heard her cry, and winging their way upward they carried her vow and gave it to the sun as he wandered through the blue heavens.

The sun, who loved Onatah, sent out many searching beams of light. They pierced through the damp earth, and entering the prison-cave, guided her back again to her fields.

And ever after that she watched her fields alone, for no more did her sisters, the Spirits of the Squash and Bean, watch with her. If her fields thirsted, no longer could she seek the early dew. If the flame-monsters burned her corn, she could not search the skies for cooling winds. And when the great rains fell and injured her harvest, her voice grew so faint that the friendly sun could not hear it.

But ever Onatah tenderly watched her fields and the little birds of the air flocked to her service. They followed her through the rows of corn, and made war on the tiny enemies that gnawed at the roots of the grain.

And at harvest-time the grateful Onatah scattered the first gathered corn over her broad lands, and the little birds, fluttering and singing, joyfully partook of the feast spread for them on the meadow-ground.

HOME

Above the towering lands
Weeds and brush grow for sheep and horses;
Far away, across the desert, the mesa sleeps...
Image of a man with his arms across his body,
sleeps.

Below, the canyon trees,
Waving their limbs in the cool breeze.
A ribbon winding through the fields,
And through the Navajo Village.
Along side the ribbon
Flowers are waving before rows of towering
trees.
Fields of corn,
Fields of watermelon
Rows and rows of ripe grapes,
Fields of orchard crops;
Navajo hogans scattered
Here and there —
Men busy working here and there,
Children busy at their play
Busy like bees fixing their hive.
This is home, yes,
This is where I was born.

—Oscar Maloney
Intermountain School

FOOD has always been a very important part of our celebration of Thanksgiving. Have the students make a Thanksgiving menu. After this has been done, discuss the contrasting tastes, colors, textures and smells of a variety of foods.
Some of the descriptive words would be:

sweet - sour
sweet - bitter
rough - smooth
hard - soft
dry - moist, wet
tough - tender
crispy - soggy
fat - lean
heavy - light

hot (heated)
hot (flavored)
stringy
slippery
grainy
chewy
sticky
greasy
crunchy

Colors—Flavors
red—cherry, strawberry
orange—orange
green—lime
yellow—lemon
black—licorice
brown—chocolate
white—vanilla
purple—grape

It will be necessary to make sure the students know the meanings of some of the above words. There are other descriptive words which can be added to the list. See how many the students can give to you; add these to the list. They can be reviewed from time to time. You will also find that these words contain many of the sounds we are studying.

ONE extension of this lesson can include such idiomatic expressions as:

"sticks to your ribs"
"an apple a day"
"Bread is the staff of life."
"sour as a pickle"
"sweet as honey"
"My mouth is watering."
"green as grass"

IF I WERE A PILGRIM CHILD

If I were a Pilgrim child,
Dressed in white or gray
I should catch my turkey wild
For Thanksgiving Day.
I should pick my cranberries
Fresh from out a bog,
And make a table of a stamp
And sit upon a log.
An Indian would be my guest
And wear a crimson feather,
And we should clasp our hands and say
Thanksgiving grace together.
But I was born in modern times
And shall not have this joy.
My cranberries will be delivered
By the grocery boy.
My turkey will be served upon
A shining silver platter.
It will not taste as wild game tastes
Though it will be much fatter;
And, oh, of all the guests that come
Not one of them will wear
Moccasins upon his feet
Or feathers in his hair!

—Rosena Bennett

BE THANKFUL UNTO HIM

The Bible: Psalm 100

Make a joyful noise unto the Lord, all ye lands.
Serve the Lord with gladness!
Come before His presence with singing!

Know ye that the Lord He is God:
It is He that hath made us, and not we ourselves;
We are his people, and the sheep of his pasture.

Enter into His gates with thanksgiving, and into
His courts with praise!
Be thankful unto Him, and bless His name.

For the Lord is good;
His mercy is everlasting;
And His truth endureth to all generations.

THE SOUND OF /n/

PRACTICE WORDS:

one
gone
kilns
Persian
nuisance
eaten
heaven
new
wins
bronzed
wanton
saffron
garden
bend
sound
open
urchin
million
earthen
men
ninety
spoken
ribbon
heathen
ashen
noon
wonder
plowman
wagon
listen
vision
ninth
never
running
cannon
frozen
soften

LANGUAGE LESSON PLANS **FOR LAB II** **TENTH WEEK**

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Introduce the use of similes in conservation. Practice the use of final /sts/ and /sks/ sounds.	Teach and demonstrate the use of similes. Elicit similes from the students; provide common vernacular similes used in every-day conversation. Implement on your own. Develop awareness of the final /sts/ and /sks/ sounds. Script A-12 has suggestions. Consider reinforcing with written similes.	Provide speaking practice with common conversational similes (as dry as a bone, as straight as an arrow;) allow for original similes. Pronunciation drills with the final /sts/ and /sks/ in words and sentences. Independent recording with *Frietchie* and *Arrow and Song.*	Tape *A-12:* Similes Final /sts/ and /sks/ *Barbara Frietche* *Arrow and Song* (model tape)
SESSION 2	Test and evaluate: Recognition of stress; Use of tag endings; Final /t/ /d/ /id/ sounds; Final /s/ /z/ /iz/ sounds; Telling time with figures.	Demonstrate stress in sentences; provide practice with the recognition of the stressed word; review tag-endings; reinforce the awareness of final /s/ /z/ /iz/; final /t/ /d/ /id/; provide written practice in translating time to figures (quarter past five: 5:15).	Written test evaluating the learnings in "Purposes": Recognition of stress Use of tag endings Final /t/ /d/ /id/ sounds Final /s/ /z/ /iz/ sounds Telling time with figures	Tape *A-13* Test Tape #2 paper, pencils
SESSION 3	Encourage participation in conversational dialogue.	Consider providing model dialogue in an everyday situation, then having student speak one of the parts while you or another student speaks the other; emphasis should not be on memorization, but rather on remembering the gist of the exchanges. Review common irregular verbs, changing the preterit to "did" .... See S-14.	Presentation of two dialogue situations that require the student to assume one of the parts. Both are meant to be humorous anecdotes: *On the Bus,* and *Looking for an Apartment.* Practice with the past of common irregular verbs using "did". Introduce *A Visit from S. N.*	Tape *A-14:* Dialogue: *On the Bus, Looking for an Apartment.* "Did" with the past *A Visit From Saint Nicholas* (model tape)

Week's Lessons Follow

M. Tape A-13

TEST TAPE NO. 2

M. Write your name, date and group in upper left corner. (pause 10 seconds)

F. Section I. STRESS

F. Number from 1-10. (pause 10 seconds)

F. Now listen carefully. You will hear ten sentences. Write down the word in each sentence which receives the strongest stress. For example, listen:

M. How many *pencils* does she have?

F. The word pencils received the strongest stress. You would write the word *pencils.*

F. Example 2.

M. How well does she speak *English?*

F. The word English received the strongest stress. You'd write the word *English.*

F. Now, let's begin:

M. 1. How many *pencils* does she have? ....

M. 2. How well does she speak *English?* ....

M. 3. How much *money* do you have? ....

M. 4. How often do you *see* him? ....

M. 5. How much *English* does she know? ....

F. 6. How many points did he *score?* ....

F. 7. How well can he *speak* the language? ....

F. 8. How many years have you *been* here? ....

F. 9. How long do you *really* study every night? ....

F. 10. How long do you think you *need?* ....

F. Now, here are your answers. Put an X on those you missed.

M. 1. pencils
M. 2. English
M. 3. money
M. 4. see
M. 5. English
F. 6. score
F. 7. speak
F. 8. been
F. 9. really
F. 10. need

M. Section 2. Tag endings. Number from 1 to 10. (pause 10 seconds)

Listen carefully. You will hear ten sentences. After the number of each problem on your answer sheet, write a tag question to go with the sentence which you hear.

M. For example, listen:

F. He left by bus. M. You should write "didn't he?"

M. Example 2. Listen:

F. They haven't much money. M. You would write "have they?"

M. Example 3. Listen:

F. You've never been to Texas. M. You should write "have you?"

M. Now, let's begin. Write only the tag question:

F. 1. He left by bus. ....?
F. 2. They haven't much money. ....?
F. 3. You've never been to Texas. ....?
F. 4. He went downtown. ....?
F. 5. The mail hasn't arrived yet. ....?
M. 6. He speaks English. ....?
M. 7. She can't dance very well. ....?
M. 8. You never saw them. ....?
M. 9. You speak Navajo well. ....?
M. 10. You'll be in school Monday. ....?

M. Here are the correct tag endings. Correct your paper. Here's what you should have written:

F. 1. didn't he?
F. 2. have they?
F. 3. have you?
F. 4. didn't he?
F. 5. has it?

M. 6. doesn't he?
M. 7. can she?
M. 8. did you?
M. 9. don't you?
M. 10. won't you?

F. Section 3. The "t, d, and id" endings. Number from 1 to 10. Now listen carefully. You will hear ten verbs in the past tense. Some end in the /t/ sound, some in the /d/ sound and others in the /id/ sound. Write "t, d, or id" for each word — whichever you think you hear.

F. For example, listen:

M. wanted

F. This word ended in the /id/ sound. You should write "id."

F. Example 2, listen:

M. changed

F. This word ended in the /d/ sound. You should write "d."

F. Example 3, listen:

M. laughed

F. This word ended in the /t/ sound. You should write "t."

F. Now, let's begin:

M. 1. wanted ....
M. 2. changed ....
M. 3. laughed ....
M. 4. watched ....
F. 5. waited ....
F. 6. called ....
F. 7. passed ....
F. 8. showed ....
M. 9. liked ....
M. 10. used ....

F. Here are your answers:

F. 1. ID
F. 2. D
F. 3. T
F. 4. T
F. 5. ID
M. 6. D
M. 7. T
M. 8. D
M. 9. T
M. 10. D

M. Section 4. Telling time. Number from 1 to 10. Listen carefully. You will hear several sentences saying what time it is. Using *numbers*, not words, you will write the time of day that you hear after the number of the problem.

M. For example, listen:
F. It's half past three
M. You should write "3:30" in numbers.

M. Example 2, listen:
F. It's a quarter to six.
M. You should write "5:45" in numbers.

M. Example 3, listen:
F. It's nine twenty.
M. You should write "9:20" in figures.

M. Now, let's begin:

F. 1. It's half past three. ....
F. 2. It's a quarter to six. ....
F. 3. It's nine twenty. ....
F. 4. It's half past ten. ....
F. 5. It's quarter of nine ....
M. 6. It's three o'clock. ....
M. 7. It's quarter past eleven. ....
M. 8. It's a quarter to five. ....
M. 9. It's eight forty-five ....
M. 10. It's ten to one. ....

F. And here are your answers:

M. 1. 3:30 (three, three, zero)
M. 2. 5:45
M. 3. 9:20
M. 4. 10:30
M. 5. 8:45
F. 6. 3:00
F. 7. 11:15
F. 8. 4:45
F. 9. 8:45
F. 10. 12:50

F. Section 5. "S" sendings. Number from 1 to 10. Now listen carefully. You will hear several words with "S" endings. Some have the final /s/, some have the final /z/ and others have the final /iz/. If you think the word ends in /s/ sound, write "s"; if you think the word ends in the /z/ sound, write "z"; if you think the word ends in the /iz/ sound, write "iz" after the number of the problem.

F. Let's begin:

M. 1. feels ....
M. 2. hats ....
M. 3. wishes ....
M. 4. needs ....
M. 5. talks ....
F. 6. wants ....
F. 7. shows ....
F. 8. misses ....
F. 9. reaches ....
F. 10. let's ....

M. Here are your answers:

F. 1. Z
F. 2. S
F. 3. IZ
F. 4. Z
F. 5. S
M. 6. S
M. 7. Z
M. 8. IZ
M. 9. IZ
M. 10. S

F. Count up the number wrong in each section. Put the number wrong in each section in a circle, at the top of each section.

M. This ends the lesson.

F. Tape A-14

DIALOGUES: *ON THE BUS; LOOKING FOR AN APARTMENT*
"DID" WITH THE PAST TENSE

F. In this lesson, you'll be asked to remember some dialogues. Listen very closely to the first dialogue:

F. *A Conversation on the Bus between the Driver and a Passenger.*

M. Stand back from the door. Let the passengers off first.
F. How much is the fare please?
M. Twenty cents. Drop your dimes in the box please. There are plenty of seats to the rear.
F. Does this bus go to the City Hall?
M. That's right. Get in please. Move along everybody, right to the rear of the bus.
F. I want to be sure that this is the right bus. Are you sure that this bus goes to the City Hall?
M. It's the last stop. I just told you. All you have to do is get off the bus when we get there. Come on please. Step along. We haven't got all day to wait here.
F. You needn't be so impolite. I only asked you a simple question.
M. I gave you a simple answer. I don't have time to carry on a conversation with every passenger that gets on. Look at the crowd waiting to get in.

F. What terrible manners! It's disgusting!
M. I'm sorry. Keep moving please.
F. You're lucky I'm not your wife. If I were, I'd give you a good dose of poison.
M. And if I were your husband, I'd be glad to take it. Move along please.

F. Now, listen to the dialogue again. After you hear it, you're going to be the passenger. Listen closely:

(REPEAT THE DIALOGUE)

F. Now, you be the passenger.

M. Stand back from the door. Let the passengers off first.

....

M. Twenty cents. Drop your dimes in the box, please. There are plenty of seats to the rear.

....

M. That's right. Get in please. Move along everybody, right to the rear of the bus.

....

M. It's the last stop. I just told you. All you have to do is get off the bus when we get there. Come on, please. Step along. We haven't got all day to wait here.

....

M. I gave you a simple answer. I don't have time to carry on a conversation with every passenger that gets on. Look at the crowd waiting to get in.

....

M. I'm sorry. Keep moving please.

....

M. And if I were your husband, I'd be glad to take it. Move along please.

F. Dialogue No. 2:

M. *Looking for an Apartment*

M. Listen closely. You'll be asked to remember this dialogue between an apartment hunter and the owner of the building:
F. Good morning. May I help you?
M. I understand you have an apartment for rent. I saw your advertisement in this morning's paper.
F. The apartment is on the fourth floor. Here's the elevator.
M. I'm glad there's an elevator. That will save me the trouble of walking up and down stairs.
F. Yes, it's a self-service elevator and operates twenty-four hours a day. Here we are.
M. How much does the apartment rent for?
F. This apartment is seventy-five dollars a month. Would you like to look around?
M. May I see the stove and refrigerator?

F. Yes, they're both new and completely modern. Here's the living room.

M. The advertisement mentioned that there was a view of the river from the living room window.

F. Yes, if you look out this window you can see the river.

M. I don't see anything but the next building. Where is the river?

F. Look carefully between those two tall buildings right where I'm pointing. It's some distance away, but you can see it on a clear day.

M. My goodness! You must be kidding! That water must be ten miles away. I'm a Navajo, not an eagle. A person would have to have the eyes of an eagle to see your foolish river. I'm not interested. Thank you. Goodbye.

F. Now, listen to the dialogue again. After you hear it, you're going to be the apartment hunter.

F. Listen closely.

(REPEAT THE DIALOGUE)

M. Now, you be the apartment hunter.

F. Good morning. May I help you?

....

F. The apartment is on the fourth floor. Here's the elevator.

....

F. Yes, it's a self-service elevator and operates twenty-four hours a day. Here we are.

....

F. This apartment is seventy-five dollars a month. Would you like to look around?

....

F. Yes, they're both new and completely modern. Here's the living room.

....

F. Yes, if you look out this window you can see the river.

....

F. Look carefully between those two tall buildings right where I'm pointing. It's some distance away, but you can see it on a clear day.

F. Listen:

M. They left for California on Wednesday.

F. Did they leave for California on Wednesday?

M. I saw them off at the station.

F. Did you see them off at the station?

M. She put all her savings in the bank.

F. Did she put all her savings in the bank?

F. Now, follow the example. Change to questions. Begin with "did."

M. They left for California on Wednesday. F. Did they leave ....?

M. I saw them off at the station. F. Did you see ....?

M. She put all her savings in the bank. F. Did she put ....?

M. They lost everything they owned. F. Did they lose ....?

M. The meeting began on time. F. Did the meeting begin ....?

M. Helen drove us in her new car. F. Did Helen drive ....?

F. Her father bought it for her. M. Did her father buy ....?

F. She had a Ford. M. Did she have ....?

F. I ate breakfast in the cafeteria. M. Did you eat ....?

F. They met us promptly at 8. M. Did they meet ....?

F. The dog slept in the sun all afternoon. M. Did the dog sleep ....?

F. I got your message when we got home. M. Did you get ....?

M. He thanked me for the present. F. Did he thank ....?

M. I sent them a telegram when we arrived. F. Did you send ....?

M. He spoke to me about his change of plans. F. Did he speak ....?

M. I told him about our agreement. F. Did you tell ....?

M. John failed his last examination. F. Did John fail ....?

M. The ship sailed at midnight. F. Did the ship sail ....?

M. Now, let's review those verbs:

M. I'll say, "They left"; you answer, "Did they leave?" For example, listen:

M. They left F. Did they leave?
M. I saw F. Did you see?
M. She put F. Did she put?

M. Now, you follow the example. Begin with "did."

M. They left ....?

M. I saw ....?

M. They lost ....?

M. The meeting began ....?

M. Helen drove ....?

F. Her father bought ....?

F. She had ....?

F. I ate ....?

F. They met ....?

M. The dog slept ....?

M. I got ....?

M. He thanked ....?

M. I sent ....?

F. He spoke ....?

F. I told ....?

F. John failed ....?

F. The ship sailed ....?

M. This ends the lesson.

A VISIT FROM ST. NICHOLAS

by Clement C. Moore

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds
While visions of sugar-plums danced in their heads;
And Mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below,
When, what to my wondering eyes did appear,
But a miniature sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name:
"Now, Dasher! Now, Dancer! Now, Prancer and Vixen!
On Comet, on Cupid, Donder and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! dash away! dash away, all!"
As dry leaves that before the wild hurricane fly
When they meet with an obstacle, mount to the sky,
So up to the housetop the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur, from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes — how they twinkled, his dimples, how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke, it encircled his head like a wreath;
He had a broad face and a little round belly
That shook, when he laughed, like a bowl fully of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,

Soon gave me to know I had nothing to dread;
He spoke not a word, but went straight to his work,
And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard his exclaim, ere he drove out of sight,
"MERRY CHRISTMAS TO ALL, AND TO ALL A GOOD-NIGHT."

TENTH WEEK ENRICHMENT

These verbs add the sound 't' to the base form to make the past tense. Listen and repeat:

BASE FORM	PAST TENSE
help	helped
like	liked
laugh	laughed
practice	practiced
talk	talked
watch	watched
walk	walked
pass	passed

These add the sound 'd':

BASE FORM	PAST TENSE
arrive	arrived
mow	mowed
cry	cried
change	changed
call	called
excuse	excused
listen	listened
show	showed
use	used
open	opened
smile	smiled

These add the sound 'id':

BASE FORM	PAST TENSE
repeat	repeated
visit	visited
want	wanted
wait	waited
rest	rested
seat	seated
remind	reminded

P-5-V and PP-7-V

S, Z, IZ

In the blanks at the right of the following words, write S or Z to show how the letter *s* is pronounced in each particular word.

1. also ....
2. busy ....
3. this ....
4. these ....
5. those ....
6. was ....
7. his ....
8. class ....
9. goes ....
10. some ....
11. first ....
12. cousin ....
13. tries ....
14. plays ....
15. movies ....
16. case ....
17. kiss ....
18. cats ....
19. dogs ....
20. puts ....
21. likes ....
22. brings ....
23. has ....
24. closes ....
25. easy ....
26. dress ....
27. pens ....
28. eyes ....
29. books ....
30. nose ....
31. knows ....
32. tennis ....
33. seat ....
34. bus ....
35. news ....
36. house ....
37. raise ....
38. peas ....
39. business ....
40. days ....
41. does ....
42. comes ....
43. eats ....
44. rose ....

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Encourage participation in conversational dialogue.	Provide materials for dialogues in everyday situations. You take one part and select students for the exchange. We're working for intonation in the expressions. *English This Way 2, 3, 4* have dialogues that can be used. Review common irregular verbs, changing preterit to "did."	Presentation of two dialogue situations that require the student to assume one of the parts. Both are meant to be humorous anecdotes: *On The Bus,* and *Looking For An Apartment.* Practice with the past of common irregular verbs using "did". Independent recording, *Pilgrims.*	Tape *A-14:* Dialogues 'Did" with past. *Landing of The Pilgrims* *If I Were A Pilgrim Child*
SESSION 2	Encourage the use of relative clauses in conversation. Provide speaking practice pronouncing the /kl/ and final /t/, /d/, and /id/ sounds.	Demonstrate the combining of two simple sentences to make one, with the use of the relative pronouns "that" and "who". *English This Way #5* may be helpful, (pp. 81-92); Review the /kl/ distinguishing it from the Navajo /ł/; review the "ed" endings. See *A-15.*	Practice combining two sentences with "that" and "who" — pattern drills, substitution and analogies; short, rapid review drills with the /kl/ and /t/, /d/, and /id/ in phrase and sentences. Independent recording practice with *I Am An American.*	Tape *A-15:* Relative Clauses /kl/ and Final "ed" *I Am An American* (model tape)
SESSION 3	Review: Conditional Sentences Sample Dialogue Irregular Verbs with "did" Final "s" Sounds Tag Endings.	Reinforce the practice of the skills in *Purposes* with whatever methods you found most effective in your presentations. Script A-16 has suggestions. The exercise should be at a more rapid pace, and should elicit almost automatic responses.	Exercises requiring tag endings; troublesome sounds in sentences; completions of "if" and "would" conditional sentences; sample dialogues shopping for fruit; use of "did" with the past; common irregular verbs; final "s" involving pluralization. Independent recording of *I Am An American.*	Tape *A-16:* Conditional Sent. Tag Endings Sample Dialogues Irregular Verbs with "did" Pronunc. Drills Final "s" Sounds *I Am An American* (model tape)

Week's Lessons Follow

M. Tape A-15

RELATIVE CLAUSES
PRONUNCIATION REVIEW, THE "CL" AND FINAL "T"

M. Listen:

F. The lady that I was talking to is Mrs. Anderson.
M. that you saw in the store
F. The lady that you saw in the store is Mrs. Anderson.
M. that you met yesterday
F. The lady that you met yesterday is Mrs. Anderson.
M. that you see over there
F. The lady that you see over there is Mrs. Anderson.

M. Now, you follow the example:

F. The lady that I was talking to is Mrs. Anderson.
M. that you saw in the store ....
M. that you met yesterday ....
M. that you see over there ....
M. that I was talking about ....
M. that you recognized ....

M. That's the coat that you told me about, isn't it?
F. that you saw ....
F. that you made ....
F. that you liked ....
F. that you bought ....
F. that you sold ....

F. Mary is the girl I was telling you about.
M. I was asking you about ....
M. John was looking for ....
M. You were talking to ....
M. June was playing with ....
M. Betty was writing to ....
M. we were showing the pictures to ....

M. Isn't that the new hospital you told me about?
M. the new office building ....

M. the new school ....

F. the new theater ....

F. the new airport ....

F. the new railroad station ....

M. Listen:

F. I know the doctor. He took care of you.
M. I know the doctor who took care of you.
F. The woman had on a red hat. She was Mrs. Jones.
M. The woman who had on a red hat was Mrs. Jones.
F. The lady lives on Main Street. She is my aunt.
M. The lady who lives on Main Street is my aunt.

M. Now, you follow the examples. Combine the sentences using "who."

F. I know the doctor. He took care of you. ....

F. The woman had on a red hat. She was Mrs. Jones. ....

F. The lady lives on Main Street. She is my aunt. ....

F. I met the man. He writes for the newspaper. ....

M. I met the nurse. She took care of you. ....

M. The man drove the car. His name is Mr. Harris. ....

M. The boy won the game. His name is Tom White. ....

M. That boy won the race. He is my brother. ....

F. Now, let's continue. Make one sentence from two, using "who" or "that." For example:

M. I met the man. He writes for the newspaper.
F. I met the man who writes for the newspaper.
M. The boy is Tom White. He won the game.
F. The boy who won the game is Tom White.
M. That man is her husband. He's working on the new bridge.
F. That man who is working on the new bridge is her husband.

F. Now, you follow the example. Make one sentence from two, using "who" and "that":

M. I met the man. He writes for the newspaper. ....

M. The boy is Tom White. He won the game. ....

M. That man is her husband. He's working on the new bridge. ....

M. That man is my father. He's walking down the street. ....

M. I know the man. He's wearing a brown suit. ....

F. That's the teacher. She gives an examination everyday. ....

F. There's the nurse. She took care of you. ....

F. The boy is the tallest boy in the school. He's going into the classroom. ....

F. I recognized the man. He works at the post office. ....

M. I saw the man. He lives next door to you. ....

M. The girl likes the movie. She's laughing. ....

M. I knew that woman. She's wearing a read coat. ....

F. Pronunciation review drills.

F. The "cl" sound. Listen and repeat:

M. class ....
M. clean ....
M. club ....
M. close ....
M. clear ....

F. climate ....
F. clothing ....
F. closet ....
F. claim ....
F. claw ....

M. clamp ....
M. click ....
M. clue ....
M. clam ....
M. clip ....

F. clock ....
F. clown ....
F. clash ....
F. Clyde ....
F. clerk ....

F. Listen and repeat:

M. on a clear day	F. On a clear day we can see across the valley. ......
M. warm clothing	F. In this climate you need warm clothing. ....
M. in the closet	F. My clothes are in the closet. ....
F. That clock is slow.	M. I think that clock is slow. ....
F. one o'clock	M. The class ends at one o'clock. ....
F. climbed the cliff	M. The rescue squad climbed the cliff. ....

M. The final "t" sound. Listen and repeat:

F. pass - passed ....
F. dance - danced ....
F. notice - noticed ....
F. miss - missed ....

M. finish - finished ....
M. wish - wished ....
M. cash- cashed ....
M. rush -rushed ....

F. watch - watched ....
F. reach - reached ....
F. touch - touched ....
F. scratch - scratched ......

M. They stopped	They stopped in Albuquerque. ....
M. We checked	We checked our suitcases. ....
M. We walked	We walked around the city. ....
F. He laughed	I wonder why he laughed when he left. ....
F. They danced	They danced until midnight. ....
F. I finished	I finished my homework at nine. ....
F. We watched	We watched television last night. ....

M. Listen:

F. The woman who had on a bright hat was Mrs. Begay.
M. who had long hair
F. The woman who had long hair was Mrs. Begay.
M. who visited last night
F. The women who visited last night was Mrs. Begay.

M. Now, follow the example:

F. The woman who had on a red hat was Mrs. Begay.
M. who had long hair ....
M. who visited last night ....
M. that invited us ....
M. who wore a green dress ....

F. I know the man who runs this business.
M. who works in that office ....
M. that lives in that green house ....
M. who is painting his house ....
F. who works downtown ....
F. who is seven feet tall ....
F. that is building this house ....
F. who is wearing the black hat ....

M. Isn't that the office where Bob works?
F. the restaurant ....
F. the theater ....
F. the hospital ....
F. the library ....
F. the drugstore ....

M. You've got to get used to living in the city.
F. to going to bed earlier ....
F. to studying for two hours every evening ....
M. to working outdoors once in a while ....
M. to being quiet in class ....

F. Listen:

M. I bought the magazine. It had a lot of pictures.
F. I bought the magazine that had a lot of pictures.

M. This is the desk. It is broken.
F. This is the desk that is broken.

M. That's the car. It doesn't run very well.
F. That's the car that doesn't run very well.

F. Now, you follow the example. Make one sentence out of two, using "that":

M. I bought the magazine. It had a lot of pictures. ....

M. This is the desk. It is broken. ....

M. That's the car. It doesn't run very well. ....

M. This is the pen. It won't write. ....

F. There's the truck. It was in an accident. ....

F. These are the new dishes. They can't break. ....

F. That's the typewriter. It won't operate. ....

M. Listen:

F. The man is over there.
M. The man that I told you about is over there.

F. The woman is Mrs. Smith.
M. The woman that is wearing the blue dress is Mrs. Smith.

F. This is the book.
M. This is the book that I read last week.

M. Now, follow the example. You add your own expression to describe the person or thing. Begin with "that."

F. The man is over there. ....

F. The woman is Mrs. Smith. ....

F. This is the book. ....

F. The girl went home. ....

F. The boy is Bill Jones. ....

M. That's the magazine. ....

M. I know the boy. ....

M. The hospital is on the hill. ....

M. I met the man. ....

M. I congratulated the boy. ....

F. This ends the lesson.

M. Tape A-16

REVIEW
TAG ENDINGS, CONDITIONAL SENTENCES
SAMPLE DIALOGUE. IRREGULAR VERBS WITH "DID"
PRONUNCIATION DRILLS: FINAL "S" SOUNDS

M. This lesson is a review of some of our speaking practice during the last few weeks. It will be rapid. Try to keep up.

M. Listen:

F. He comes here everyday, doesn't he?
F. She speaks Navajo well, doesn't she?
F. They'll be home early, won't they?

M. Now, you add the tag ending:

F.	He comes here everyday, ...?	M.	doesn't he?
F.	She can speak Navajo well, ...?	M.	can't she?
F.	They'll be home early, ...?	M.	won't they
F.	He left at two, ...?	M.	didn't he?
F.	He went home early, ...?	M.	didn't he?
M.	He has many books, ...?	F.	hasn't he?
M.	You live downtown, ...?	F.	don't you?
M.	You studied together, ...?	F.	didn't you?
M.	They look alike, ...?	F.	don't they?
M.	Fred spoke to you about it, ...?	F.	didn't he?

M. Let's continue:

M. Listen:

F. He doesn't see you everyday, does he?
F. She isn't busy now, is she?
F. They didn't come together, did they?

M. Now, you provide the tag ending. Remember your intonation.

F. He doesn't see you everyday, ...?
F. She isn't busy now, ...?
F. They ddin't come together, ...?
F. Your folks don't live in town, ...?
M. They don't know each other, ...?
M. You didn't have to work yesterday, ...?

M. They didn't arrive on time, ...?

M. She won't be able to make it, ...?

F. Let's mix them up. Here are many varied examples. Think, then add the tag ending. For example, listen:

M. John often walks to the post office, doesn't he?
M. He never goes in the morning, does he?
F. He usually buys stamps, doesn't he?
F. There's no crowd in the morning, is there?

M. Now, you're on your own. Provide the tag ending:

F. John often walks to the post office, ...?

F. He never goes in the morning, ...?

F. He usually buys stamps, ...?

F. There's no crowd in the morning, ...?

F. He hates to stand in line, ...?

M. He didn't have to wait yesterday , ...?

M. You go along somtimes, ...?

M. You two don't drive, ...?

M. You take a taxi, ...?

M. It's quite expensive, ...?

M. You don't like to walk, ...?

M. Beware of the following sentences. Every sentence has one pronunciation trap set for you. Don't get caught. Listen and repeat:

M. He's travelled all over the United States. ....

M. She notices the latest styles. ....

M. The breaking waves dashed high. ....

M. Bill wished he could be here. ....

M. As time passed, more towns grew up. ....

M. They don't know whether they can go in such weather. ....

M. The kids resemble their father and their mother. ....

F. Conditional sentences.

F. Listen:

M. If I were you, I would take the trip.
M. If he had the time, he would help us.
M. If I knew how to swim, I would go along.

F. Now, you complete the sentences. Use "would."

M. If I were you, ...

M. If he had the time, ...

M. If I knew how to swim, ...

M. If I had the money, ...

F. If Mary were here, ...

F. If today were Sunday, ...

F. If I had a car, ...

F. If I study harder, ...

M. Now, let's work backwards, for example:

F. I wouldn't go	M. if I were you.
F. He would help	M. if he had the time.
F. I would go along	M. if I knew how to swim.

M. All right, you're own your own. Begin with "if":

F. I wouldn't go ....

F. He would help ....

F. I would go along ....

F. I'd buy that radio ....

M. I would telephone my folks ....

M. I would drive that car ....

M. I would study Spanish ....

M. I would like to see the game ....

F. Now, listen to this dialogue. You'll be asked to remember it. This is a conversation in the fruit and vegetable department between the clerk and the customer. Listen closely. After you hear it twice, you'll be the customer.

F. Listen:

M. What can I do for you today?
F. I saw your advertisement about a sale on oranges.
M. Yes, which would you like, Florida or California?
F. What's the difference?
M. Florida oranges are juicier with thinner skins.
F. Then pick me out a dozen of the Florida please.
M. Is there anything else? How about some onions? They're on a special today.
F. I never buy onions, Tony. I can't stand their strong odor.
M. But onions are very good for you. Onions are like apples. You know the old saying: "An apple a day keeps the doctor away."
F. Yes, I know; but an onion a day will keep everyone away.

F. Now, listen once more before you become the customer.

(REPEAT THE DIALOGUE)

F. Now, you be the customer:

M. What can I do for you today?

....

M. Yes, which would you like, Florida or California?

....

M. Florida oranges are juicier with thinner skins.

....

M. Is there anything else? How about some onions? They're on a special today.

....

M. But onions are very good for you. Onions are like apples. You know the old saying: "An apple a day keeps the doctor away."

....

F. Now, once more. Speak with expression.

(REPEAT)

M. Irregular verbs, listen:

F.	I went	M.	Did you go?
F.	He came	M.	Did he come?
F.	They sang	M.	Did they sing?

M. Now, follow the example. You ask the question. Begin with "did."

F.	I went	....?	M.	go
F.	He came	....?	M.	come
F.	They sang	....?	M.	sing
F.	I drove	....?	M.	drive
M.	She bought it	....?	F.	buy
M.	I slept	....?	F.	sleep
M.	Bill brought it	....?	F.	bring
M.	We told them	....?	F.	tell
M.	I understood	....?	F.	understand
M.	Ruth spoke	....?	F.	speak
M.	I swept	....?	F.	sweep
M.	We met them	....?	F.	meet

M. I forgot ....? F. forget

M. She felt sick ....? F. feel

F. He ate ....? M. eat

F. Bill drew it ....? M. draw

F. I saw Fred ....? M. see

F. She rode with me ....? M. ride

F. The bell rang ....? M. ring

M. I thought ....? F. think

M. Bill did it ....? F. do

M. We began ....? F. begin

M. Ted fought ....? F. fight

F. She wore it ....? M. wear

F. He threw it ....? M. throw

F. I wrote ....? M. write

F. He stole it ....? M. steal

F. She said so ....? M. say

M. We won ....? F. win

M. I stood there ....? F. read

M. He knew her ....? F. know

M. She fell ....? F. fall

F. The dog bit me ....? M. bite

F. I meant it ....? M. mean

F. He shot the deer ....? M. shoot

F. He made it ....? M. make

F. It began already ....? M. begin

F. Pluralize the following nouns:

M. map ....

M. roof ....

M. light ....

M. seat ....

M. tape ....

F. match ....

F. necklace ....

F. horse ....

F. change ....

F. garage ....

M. clan ....

M. song ....

M. car ....

M. egg ....

M. name ....

F. Put an "ed" ending on the following verbs:

M. answer ....

M. arrive ....

M. clean ....

M. enjoy ....

M. like ....

F. receive ....

F. ask ....

F. finish ....

F. help ....

F. paint ....

M. talk ....

M. walk ....

M. add ....

M. decide ....

M. telephone ....

F. invite ....

F. start ....

F. wait ....

F. want ....

F. listen ....

M. This ends the lesson.

IF I WERE A PILGRIM CHILD

by Rosena Bennett

If I were a Pilgrim child,
Dressed in white or gray,
I should catch my turkey wild
For Thanksgiving Day.
I should pick my cranberries
Fresh from out a bog.
And make a table of a stump
And site upon a log.
An Indian would be my guest
And wear a crimson feather,
And we should clasp our hands and say
Thanksgiving grace together.

But I was born in modern times
And shall not have this joy.
My cranberries will be delivered
By the grocery boy.
My turkey will be served upon
A shining silver platter.
It will not taste as wild game tastes
Though it will be much fatter;
And, oh, of all the guest the come
Not one of them will wear
Moccasins upon his feet
Or feathers in his hair!

I AM AN AMERICAN

I am an American, listen to my words, listen well, for my country is a strong country, and my message is a strong message. I am an American; I speak for democracy and the dignity of the individual. I am an American, and my ancestors have given their blood for freedom.

On the green at Lexington and the snows at Valley Forge; the walls at Fort Sumter and the fields of Gettysburg, on the waters of the Mond and the shadows of the Argonne and the beachheads of Salerno and Normandy and the sands of Okinawa and the bare bleak hills called Pork Chop and Old Baldy and Heartbreak Ridge. A million and more of my countrymen have died for freedom. I am an American and my country is their eternal monument.

I am an American and my ancestors have bequeathed to me the laughter of a small boy, as he watches a circus clown's antics. The sweet delicious coldness of the first bite of peppermint ice-cream on the Fourth of July. The little tenseness of the baseball crowd as the umpire calls, "Batter-up;" of the high school band's rendition of "Stars and Stripes Forever," in a Memorial Day parade. The clear sharp ring of a school bell on a crisp fall morning. These and many other things "they" fought for and left for me.

I am an American, and the fruits of my thought and labor are mine to enjoy.

I am an American and my happy land is a land of many realms and mansions. For it is the land of Ohio corn and potatoes and pasture. It's the realm of hundreds of acres of golden wheat, stretching across the flat miles of Kansas. It is the land of precision assembly lines in Detroit. It is the realm of milling cattle in the stockyards of Chicago. It is the land of glowing skylines of Pittsburg and Birmingham, of San Francisco and New York. And in my churches and homes are the mansions of heaven.

I am an American and the love of God has made me free.

I am an American, and in my churches and homes, everyone worships God in his own way. The young Jewish boy saying, "Hear oh Israel, the Lord is one . . .". The Catholic girl praying, "Hail Mary, full of grace, the Lord is with thee . . ." The Protestant boy singing, "A mighty fortress is our God." Each one believing and praying as he must and all joining in the universal prayer, "Our Father, who art in heaven . . .", with the voice and soul of every human being that cries out to be free.

I am an American, and I believe that America has answered that voice.

I am an American and my country offers freedom and opportunity such as no land before her has ever done. Freedom to work as mechanic or truckdriver, freedom to think as chemist or lawyer, as doctor or priest, freedom to love, as child, as parent, sweetheart, husband, wife; freedom to speak, to pray, to read, to argue, to praise, to criticize; freedom to eat and sleep, to work and play without fear; freedom to live one or two hundred million different lives.

I am an American and my heritage is of the land and of the spirit of the heart and of the soul.

Show me now, a country greater than my country, a people happier than my people.

I speak for democracy, and the freedom of the individual.

ELEVENTH WEEK ENRICHMENT

Final /s/

Needles and pins, needles and pins.
When a man marries, his trouble begins.

When clouds appear like rocks and towers,
The earth's refreshed by frequent showers,
If wooly fleeces spread the heavenly way,
No rain, be sure, disturbs the summer's day.
Here lies me and my three daughters,
Brought here by using seidlitz water:
If we had stuck to Epsom salts
We wouldn't have been in these here vaults.

Steps, steps, steps, steps,
They take a lot of pep;
If you really, really try.
But you get them by and by
Make steps, steps, steps,
Steps, steps, steps.

THE MOON'S THE NORTH WIND'S COOKY

The Moon's the North Wind's cooky.
He bites it day by day,
Until there's but a rim of scraps
That crumble all away.
The South Wind is a baker.
He kneads clouds in his den,
And bakes a crisp new moon that . . . greedy
North . . . Wind . . . eats . . . again!

LAUGHTER HOLDING BOTH HIS SIDES

Jest and youthful jollity,
Quips and Cranks and Wanton Wiles,
Nods and Becks and Wreathed Smiles . . .
Sport, that wrinkled Care derides,
And Laughter holding both his sides.

THE GOBLIN

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round.

He bumps
And he jumps
And he thumps
And he stumps.

He knocks
And he rocks
And he rattles at the locks.

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round!

CLASSROOM ENRICHMENT

Practice with final "S"New Words from Old Words

Base Form	*Third person singular*	
give, go,	gives, goes, studies	these words all
study		end in the sound "Z"
work	works	
write	writes	these words all
start	starts	end in the sound "S"
stop	stops	
finish	finishes	
practice	practices	these words all
excuse	excuses	end in the sound "IZ"

Used to and *going to* practice: Listen:

She studies in our class.
She is going to study in our class.

He ate breakfast early this morning.
He is going to eat breakfast early this morning.

She goes to Brigham by bus.
She is going to Brigham by bus.

It is a beautiful day.
It is going to be a beautiful day.

Will he come"
He used to come, but I don't think he will come today.

Is she driving on Monday morning?
She used to, but I doubt if she is now.

Are you playing tennis tonight?
I used to, but I'm not going to tonight.

Does she help with the chorus?
She used to, but she doesn't any more.

> I'd rather have fingers than toes,
> I'd rather have eyes than a nose;
> And as for my hair,
> I'm glad it's all there,
> I'll be sore as can be when it goes.

Listen for the (s) and repeat the word

snore
snake
snow
snail
snip
snap

school
skip
skate
scare
scar
scale

slip
slate
sleep
sling
slam
slept

Group II: Ask the students which two words in each line are similar or opposite in meaning as, *most, least, past*

most	least	pest
first	vest	last
frost	mist	mast
beast	rust	dust
east	feast	west
toast	roast	cost
roost	wrist	nest

Group III: Which is smaller?

pencil case	or gas pipe
post office	or scout master
suit case	or soap stone
school master	or spy glass
salt box	or sauce pan
scouring soap	or soup spoon
smoke stack	or grocery store

Group IV: Final (s) word game. Place the large S on the board and the consonants. Add a vowel or two to the letters and make words. The final (s) combinations might be ps, fs, ths, ts, ns, ks, ls, rs, sp, st, sts, sk, sl, such as (heeps).

h
p
b
m
wh
w
f
v
th
t
d
n
k
g
l
pl
bl
fl

r
pr
br
tr
dr
fr
kr
gr
sp
s
sm
sw
sf
st
sn
sl
spl
spr

S

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Conditional Sentences Sample Dialogue Irregular Verbs with "did" Final "s" Sounds Tag Endings	Reinforce the practice of the skills in *Purposes* with whatever methods you found most effective in your presentations. Script *A-16* has suggestions. The exercises should be at a more rapid pace, and should elicit almost automatic responses.	Exercises requiring tag-endings; troublesome sounds in sentences; completions of "if" and "would" conditional sentences; sample dialogues, shopping for fruit; use of "did" with the past; common irregular verbs; final "s" involving pluralization. Independent recording of *I Am An American.*	Tape *A-16:* Condit. Sentences Tag Endings Sample Dialogues Irregular Verbs with "did" Pronunc. Drills Final "s" Sounds *I Am An American* (model tape)
SESSION 2	Practice sample meal-ordering dialogues. Review of relative clauses. Review pronunciation of troublesome sounds.	Familiarize the students with a variety of cafe and restaurant meal-ordering situations. Sample menus may be helpful. Encourage confidence with selection and common meal-ordering exchanges in conversation. Consider evaluating progress with troublesome sounds. Script *A-17* has suggestions.	Sample breakfast and dinner dialogues requiring participation; review of relative clauses combining two sentences with *who* or *that;* pronunciation review of troublesome sounds. Independent recording: *Christmas Story* (Luke)	Tape *A-17:* Dialogues: Ordering Breakfast and Lunch Review of Relative Clauses Pronunciation Review *Christmas Story* (Luke)
SESSION 3	Practice sample dialogue at a basketball game.	Consider sports stories for enrichment. Explain the fundamentals of basketball that will make the game more meaningful for the spectator. Introduce or reinforce any basketball vocabulary you consider helpful. Refer to *A-18* for suggestions.	Conversational situation at the basketball game where one friend explains the game to the other; students are required to take one part of the dialogue in six installments. Independent recording of *The Christmas Story.*	Tape *A-18:* Dialogue at the Basketball Game *Christmas Story* (St. Luke)

Week's Lessons Follow

M. Tape A-17

DIALOGUES: ORDERING BREAKFAST, ORDERING LUNCH
REVIEW OF RELATIVE CLAUSES
PRONUNCIATION: REVIEW OF READINGS

M. Listen to the following dialogue between a waitress and a customer. You're going to be the customer. Listen:

F. Good morning. May I help you?
M. Good morning. I'd like to order breakfast, please.
F. Certainly. Here's your menu. (pause)
F. Have you decided, yet?
M. Yes, I'd like two fried eggs please.
F. How would you like your eggs, turned over?
M. No, sunny side up please.
F. Anything else?
M. Yes, a small glass of orange juice, toast and milk. Toast comes with that order, doesn't it?
F. Yes, it does. Is that all?
M. Yes, thank you.

M. Now, listen once again.

(REPEAT DIALOGUE)

M. Now, you be the customer:

F. Good morning. May I help you?

....

F. Certainly. Here's your menu. (pause) Have you decided yet?

....

F. How would you like your eggs, turned over?

....

F. Anything else?

....

F. Yes, it does. Is that all?

....

M. Let's try that once again. Speak up, clearly.

(REPEAT)

F. Listen:

M. I know the doctor. He took care of you.
F. I know the doctor who took care of you.

M. The woman had on a red hat. She was Mrs. Jones.
F. The woman who had on a red hat was Mrs. Jones.

M. I met the man. He writes for the newspaper.
F. I met the man who writes for the newspaper.

F. Now, you follow the examples. Combine the sentences using "who":

M. I know the doctor. He took care of you. ....
M. The woman had on a red hat. She was Mrs. Jones. ....
M. I met the man. He writes for the newspaper. ....
M. I met the nurse. She took care of you ....
F. The man drove the car. His name is Mr. Harris. ....
F. The boy won the game. His name is Tom White. ....
F. That boy won the race. He is my brother. ....
F. That's the teacher. She gives a quiz everyday. ....

M. Now, let's continue. Combine the sentences using "that":

F. I bought the magazine. It had a lot of pictures. ....
F. This is the desk. It is broken. ....
F. That's the car. It doesn't run very well. ....
F. This is the pen. It won't write. ....
M. These are the new dishes. They can't break. ....
M. That's the typewriter. It won't operate. ....
M. There's the truck. It was in an accident. ....
M. That's the old Chevrolet. It runs beautfiully. ....

F. Now, you complete these sentences with words of your own. Begin with "that."
F. For example:

M. The man is over there.
F. The man that I told you about is over there.

M. The woman is Mrs. Smith.
F. The woman that is wearing the blue dress is Mrs. Smith.

M. This is the book.
F. This is the book that I read last week.

F. Now, you add your own expression to describe the person or thing. Begin with "that":

M. The man is over there. ....
M. The woman is Mrs. Smith. ....
M. This is the book. ....

M. The girl went home. ....

M. The boy is Bill Jones. ....

F. That's the magazine. ....

F. I know the boy. ....

F. The hospital is on the hill. ....

F. I met the man. ....

F. I congratulated the boy. ....

M. Now, listen to this dialogue in a restaurant. You'll be the customer again. Listen first:

F. May I take your order?

M. I haven't seen a menu. May I have one please?
F. Here you are.
M. Thank you.
F. Are you ready to order?
M. I'll have this special, please, with the roast beef.
F. Soup or juice?
M. I'll have the chicken soup, please.
F. A salad goes with the dinner; Thousand Island or French dressing?
M. I think I'll prefer the French.
F. And what to drink?
M. Milk, please.
F. Would you mind ordering your dessert now, please?
M. What do you have?
F. You may have pie, cake, ice cream or jello.
M. What kind of pie do you have?
F. Apple, peach, pumpkin, lemon and mince.
M. I'll have the apple pie please.
F. Thank you.

M. Now, listen again.

(REPEAT DIALOGUE)

M. Now, you be the customer:

F. May I take your order?

....

F. Here you are.

....

F. Are you ready to order?

....

F. Soup or juice?

....

F. A salad goes with the dinner; Thousand Island or French dressing?

....

F. And what to drink?

....

F. Would you mind ordering your dessert now, please?

....

F. You may have pie, cake, ice cream or jello.

....

F. Apple, peach, pumpkin, lemon and mince.

....

F. Thank you.

M. Let's go through that once again. You're the customer.

(Repeat dialogue)

M. Pronunciation review.

M. Listen and repeat:

F. Our fathers brought forth on this continent a new nation. ....

F. We hold these truths to be self evident. ....

F. The breaking waves dashed high. ....

F. And the sounding aisles of the dim woods rang. ....

M. My fellow citizens of the world. ....

M. With a good conscience our only sure reward. ....

M. I know there are brook-gladdened meadows ahead. ....

M. And mountains of wearisome height. ....

F. Or pinching times if he went to town. ....

F. And the rebel rides on his raids no more. ....

F. And ever the stars above look down. ....

F. To you from failing hands we throw the torch. ....

M. Since he kissed them and put them there. ....

M. Each morning sees some task begun. ....

M. Thanks, thanks to thee, my worthy friend. ....

F. This ends the lesson.

M. Tape A-18

DIALOGUE: AT THE BASKETBALL GAME

M. Listen to the following conversation at the gym:

F. Well, here we are. I hope we're on time. What time is the game supposed to start?

M. The paper said 8 o'clock. It's only 7:45. We have plenty of time.

F. I've never seen a game before and don't know the first thing about basketball. Would you mind if I asked you questions during the game?

M. Not at all. I'll be glad to answer them if I can.

F. Where are the teams now?

M. The teams are in the locker room getting dressed for the game. Most likely the coach is giving them some last minute instructions.

F. Oh, the crowd is standing! Here they come! Gosh, I didn't realize this place could get so excited!

M. Basketball is a terrific game. Wait until you see how exciting it gets when the action starts.

F. Well, I guess we can sit down now. Everyone is sitting.

M. The teams are running out on the floor. As soon as the referee blows his whistle they'll get started.

M. Now, listen to the same dialogue. You're going to be the one who explains the game to the visitor.

(REPEAT DIALOGUE)

M. Now, you be the one who explains the game:

F. Well, here we are. I hope we're on time. What time is the game supposed to start?

....

F. I've never seen a game before and don't know the first thing about basketball. Would you mind if I asked you questions during the game?

....

F. Where are the teams now?

....

F. Oh, the crowd is standing! Here they come! Gosh, I didn't realize this place could get so excited!

....

F. Well, I guess we can sit down now. Everyone is sitting.

....

M. Let's go through that once again.

(REPEAT)

M. We'll continue with the conversation at the game. Listen:

F. Now, tell me. What should I watch for?

M. Well, you know that the team that gets the ball in the basket more times wins the game.

F. Yes, I understand. Now, how long does the game last?

M. There are four periods. Each period is 12 minutes long. Keep your eye on the scoreboard up there.

F. Say, that's quite a scoreboard!

M. Yes, you see the clock and the score. It's all electrically operated from that table by the side of the court.

F. I see there are five men on a team. Give me a quick description of the positions in the red uniforms, will you?

M. Well that tall fellow in the middle is the center, those two boys up the other end are guards and the two fellows down here are forwards.

F. What do they do?

M. Well, the guards try to guard our basket. The forwards do most of the shooting and the center will usually be under the basket.

F. I hope you don't mind all these questions. You must think I'm awfully stupid.

M. Not at all. You keep asking them. I'll be glad to answer them.

M. Now, listen again. (REPEAT DIALOGUE)

M. This time, you'll continue to explain the game. Here we go:

F. Now, tell me. What should I watch for?

....

F. Yes, I understand. Now, how long does the game last?

....

F. Say, that's quite a scoreboard!

....

F. I see there are five men on a team. Give me a quick description of the positions in the red uniforms, will you?

....

F. What do they do?

....

F. I hope you don't mind all these questions. You must think I'm awfully stupid.

....

M. Let's try that again. (REPEAT.

M. You're doing fine. Let's go on with the game. Listen:

F. That ball moves around. Is it necessary to keep bouncing it on the floor when they run around?

M. Oh yes. That's what's called dribbling. They've got to bounce the ball everytime they take two steps.

F. I see. There goes the whistle again.

M. Yes, everytime a team makes a mistake the whistle blows.

F. Then what happens?

M. Well, the other team gets the ball or gets a free shot.

F. They do a lot of shooting, don't they?

M. Yes, they have only ten seconds to get the ball over the center line.

F. That's interesting. How many points is a basket?

M. If they get an action shot, that's a field goal and two points. When they throw a free shot, it counts one point.

F. Now that I understand the game, I'll enjoy it more. Thanks for all of the information. Sorry to bother you.

M. I was glad you did. Keep an eye on No. 14, Jim Yazzie. He's terrific.

M. Now, listen again. (REPEAT DIALOGUE)

M. Now, you continue with your conversation and explain the game:

F. That ball moves around. Is it necessary to keep bouncing it on the floor when they run around?

....

F. I see. There goes the whistle again.

....

F. Then what happens?

....

F. They do a lot of shooting, don't they?

....

F. That's interesting. How many points is a basket?

....

F. Now that I understand the game, I'll enjoy it more. Thanks for all of the information. Sorry to bother you.

....

M. We'll end the conversation after you try that last dialogue once again.

(REPEAT)

F. This ends the lesson.

TWELFTH WEEK ENRICHMENT
UNVOICED *th*: θ

THIRTY THOUSAND THOUGHTLESS BOYS

Thirty thousand thoughtless boys
Thought they'd make a thundering noise;
So with thirty thousand thumbs,
They thumped on thirty thousand drums.

* * *

JINGLE

Did you ever see together
Sheaves of wheat in windy weather,
Withered leaves in fields of heather
All these growing, all together?

THERE ISN'T TIME

There isn't time, there isn't time
To do the things I want to do.
With all the mountain-tops to climb,
And all the woods to wander through,
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one
Who lives upon the earth, to know.
There's only time, there's only time
To know a few, and do a few,
And then sit down and make a rhyme
About the rest I want to do.

—Eleanor Farjeon

THE CHRISTMAS STORY

according to *Saint Luke*

Now it came to pass in those days, that a decree went forth from Caesar Augustus that a census of the whole world should be taken. This first census took place while Cyrinus was governor of Syria. And all were going, each to his own town, to register.

And Joseph also went from Galilee out of town of Nazareth into Judea to the town of David, which is called Bethlehem — because he was of the house of David — to register, together with Mary, his espoused wife, who was with child. And it came to pass they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the Glory of God shone round about them, and they feared exceedingly.

And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David, a Savior has been born to you, who is Christ the Lord. And this shall be a sign to you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace to men of good will."

And it came to pass, when the angels had departed from them into heaven, that the shepherds were saying to one another, "Let us go over to Bethlehem and see this thing that has come to pass, which the Lord has made known to us."

So they went with haste, and they found Mary and Joseph, and the babe lying in the manger. And when they had seen, they understood what had been told them by the shepherds. But Mary kept in mind all these things, pondering them in her heart.

And the shepherds returned, glorifying and praising God for all that they had heard and seen, even as it was spoken to them.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Practice sample dialogue at a basketball game.	Consider sports stories for enrichment. Explain the fundamentals of basketball that will make the game more meaningful for the spectator. Introduce or reinforce any basketball vocabulary you consider helpful. Refer to *A-18* for suggestions.	Conversational situation at the basketball game where one friend explains the game to another; students are required to take one part of the dialogue in six installments. Introduce Chesterton's *The Donkey* for independent recording.	Tape *A-18:* Dialogue At The Basketball Game *The Donkey*
SESSION 2	Develop miscellaneous vocabulary: Names of nationalities and their languages Family relationships and the names of relatives Comparison of common adjectives.	Explain family relationships in our culture and the nomenclature involved. Consider using an illustrated chart or chalkboard. Learns the names of the nations, their language and what the natives are called. Teach the comparisons of common adjectives (pos., comp., superl.) See *A-19.*	Recogn. of the names of languages and natives of several countries; practice deriving the name of the lang. from the name of the native and vice-versa; recogn. of the Eng. names of relatives and their blood relationship; development of an awareness of comparative degrees of adj. Review *The Donkey* for independent recording.	Tape *A-19:* Misc. Vocab.: nationalities relatives comp. of adj. *The Donkey*
SESSION 3	Test and Evaluate: 1. "did" with past tense 2. final "ed" endings 3. nationalities and languages 4. family relationships	Review the past of common irregular verbs. Review the /t/ /d/ /id/. Review the names of nationalities and languages. Review family relationships. Refer to appropriate scripts.	Written test of four sections: past with "did" irreg. verbs "ed" endings names of natives & languages family relationships	*Test Tape No. 3* *A-15* *A-14* *A-19*

Week's Lessons Follow

F. Tape A-19

MISCELLANEOUS VOCABULARY:
NATIONALITIES AND LANGUAGES; FAMILY RELATIONSHIPS;
COMPARISON OF ADJECTIVES

TO TEACHER: (Illustrated chart showing family relationships and nomenclature should preface lesson.)

M. Listen and answer with one word. You'll hear the correct answer after you give yours. You complete these sentences. Here we go:

F.	A man who live in Mexico is called a	M.	Mexican
F.	The language which he speaks is	M.	Spanish
F.	A man who lives in England is called an	M.	Englishman
F.	The language which he speaks is	M.	English
F.	A man who lives in France is called a	M.	Frenchman
F.	The language which he speaks is	M.	French
M.	A man who lives in Italy is called an	F.	Italian
M.	The language which he speaks is	F.	Italian
M.	A man who lives in Spain is called a	F.	Spaniard
M.	The language which he speaks is	F.	Spanish
M.	A man who lives in Sweden is called a	F.	Swede
M.	The language which he speaks is	F.	Swedish
M.	A man who lives in Japan is called a	F.	Japanese

M. Listen and repeat:

F. A Mexican speaks Spanish. ....
F. A Frenchman speaks French. ....
F. An Englishman speaks English. ....
F. An Italian speaks Italian. ....
M. A Spaniard speaks Spanish. ....
M. A Swede speaks Swedish. ....
M. A Japanese speaks Japanese. ....
M. A Navajo speaks Navajo. ....

F. Now, let's review. You complete the sentences.

(REPEAT)

M. Now, let's review some vocabulary about relatives.

M. Listen:

F. A father and mother are	M. husband and wife
F. Their children are	M. sons and daughters
F. My mother's mother is my	M. grandmother
F. My grandmother's husband is my	M. grandfather

M. Now, you complete the sentences:

F. A father and mother are	M. wife and husband
F. Their children are	M. sons and daughters
F. My mother's mother is my	M. grandmother
F. My grandmother's husband is my	M. grandfather
F. My mother's sister is my	M. aunt
M. My mother's brother is my	F. uncle
M. My uncle's children are my	F. cousins
M. My aunt's children are my	F. cousins
M. My sister's husband is my	F. brother-in-law
M. My brother's wife is my	F. sister-in-law
F. My brother's sons are my	M. nephews
F. My brother's daughters are my	M. nieces
F. My sister's sons are my	M. nephews
F. My sister's daughters are my	M. nieces
M. My mother's sisters are my	M. aunts
M. My mother's brothers are my	F. uncles
M. My aunt's children are my	F. cousins
M. My uncle's children are my	F. cousins
M. My sister is my brother's	F. daughter
M. My brother is my mother's	F. son

M. Now, let's try that again.

(REPEAT)

M. Just to be sure, listen:

F. My aunt	M. is my mother or father's sister
F. My uncle	M. is my mother or father's brother
F. My cousins	M. are my aunt or uncle's children
F. My sister's husband	M. is my brother-in-law

M. Now, you follow the example:

F.	My aunt	M.	mother or father's sister
F.	My uncle	M.	mother or father's brother
F.	My cousins	M.	aunt or uncle's children
F.	My sister's husband	M.	brother-in-law
M.	My brother's wife	F.	sister-in-law
M.	My grandfather	F.	mother or father's father
M.	My grandmother	F.	mother or father's mother
M.	My sister	F.	mother and father's daughter
M.	My brother	F.	mother and father's son

F. Comparison of adjectives. Listen:

M. good story

F. This story is good.
F. That story is better.
F. But this story is best.

good, better, best

M. long assignment

F. This assignment is long.
F. This assignment is longer.
F. But that assignment is longest.

long, longer, longest

M. bad weather

F. This weather is bad.
F. This weather is worse.
F. But that weather is worst.

bad, worse, worst

M. interesting book

F. This book is interesting.
F. This book is more interesting.
F. But that book is most interesting.

interesting, more interesting, most interesting

M. ambitious student

F. This student is ambitious.
F. This student is more ambitious.
F. But that student is most ambitious.

ambitious, more ambitious, most ambitious

F. Now, you follow the example:

M. good story ....
F. good, better, best

M. long assignment ....
F. long, longer, longest

M. bad weather ....
F. bad, worse, worst

M. interesting book ....
F. interesting, more interesting, most interesting

F. ambitious student ....
M. ambtious, more ambitious, most ambitious

F. pretty girl ....
M. pretty, prettier, prettiest

F. tall player ....
M. tall, taller, tallest

F. beautiful painting ....
M. beautiful, more beautiful, most beautiful

M. difficult lesson ....
F. difficult, more difficult, most difficult

M. busy place ....
F. busy, busier, busiest

M. hot radiator ....
F. hot, hotter, hottest

M. easy test ....
F. easy, easier, easiest

F. exciting movie ....
M. exciting, more exciting, most exciting

F. cheap equipment ....
M. cheap, cheaper, cheapest

F. popular candidate ....
M. popular, more popular, most popular

F. big meal ....
M. big, bigger, biggest

F. comfortable furniture ....
M. comfortable, more comfortable, most comfortable

F. Now, let's review those rapidly. Listen:

M. good	F. good, better, best
M. long	F. long, longer, longest
M. bad	F. bad. worse, worst

F. Now, you follow the example, giving the three degrees of the adjective:

M.	good	F.	good, better, best
M.	long	F.	long, longer, longest
M.	bad	F.	bad, worse, worst
M.	interesting	F.	interesting, more interesting, most interesting
F.	ambitious	M.	ambitious, more ambitious, most ambitious
F.	pretty	M.	pretty, prettier, prettiest
F.	tall	M.	tall, taller, tallest
F.	beautiful	M.	beautiful, more beautiful, most beautiful
M.	difficult	F.	difficult, more difficult, most difficult
M.	busy	F.	busy, buser, busiest
M.	hot	F.	hot, hotter, hottest
M.	easy	F.	easy, easier, easiest
F.	exciting	M.	exciting, more exciting, most exciting
F.	cheap	M.	cheap, cheaper, cheapest
F.	popular	M.	popular, more popular, most popular
F.	big	M.	big, bigger, biggest
F.	comfortable	M.	comfortable, more comfortable, most comfortable

M. This ends the lesson.

F. Tape A-20

TEST TAPE NO. 3

F. Put your name, class and today's date at the top left hand corner of the page.

F. Section 1. Number from one to twenty. (Pause)

F. Listen:

M.	I ate.	F.	Did you eat?
M.	They left.	F.	Did they leave?
M.	She saw them.	F.	Did she see them?

F. Now, you change the following to questions. Begin with "did" and write the question next to the number of the problem.

M. 1. I ate. ....

M. 2. They left. ....

M. 3. She saw them. ....

M. 4. He lost the game. ....

M. 11. We got tired. ....

M. 12. He thanked me. ....

M. 13. I sent the letter. ....

M. 14. Bill spoke to me. ....

M. 5. The meeting began. ....
F. 6. Helen drove. ....
F. 7. Her father bought it. ....
F. 8. She had a Ford. ....
F. 9. They met us. ....
F. 10. The dog slept. ....

M. 15. I told him. ....
F. 16. John failed. ....
F. 17. The ship sailed. ....
F. 18. They came together. ....
F. 19. I wrote home. ....
F. 20. She rode with us. ....

M. Here are your answers:

F. 1. Did you eat?
F. 2. Did they leave?
F. 3. Did she see them?
F. 4. Did he lose the game?
F. 5. Did the meeting begin?
M. 6. Did Helen drive?
M. 7. Did her father buy it?
M. 8. Did she have a Ford?
M. 9. Did they meet us?
M. 10. Did the dog sleep?

F. 11. Did you get tired?
F. 12. Did he thank you?
F. 13. Did you send the letter?
F. 14. Did Bill speak to you?
F. 15. Did you tell him?
M. 16. Did John fail?
M. 17. Did the ship sail?
M. 18. Did they come together?
M. 19. Did you write home?
M. 20. Did she ride with you?

F. Section 2. Number from one to ten. (Pause)

M. Now, listen carefully. You will hear ten verbs in the past form. Some end in the /t/ sound, some in the /d/ sound and others in the /id/ sound. Write "t," "d," or "id" for each word — whichever you think you hear.

F. 1. watched ....
F. 2. waited ....
F. 3. called ....
F. 4. passed ....
F. 5. laughed ....

M. 6. showed ....
M. 7. liked ....
M. 8. needed ....
M. 9. used ....
M. 10. noted ....

F. 1. t
F. 2. id
F. 3. d
F. 4. t
F. 5. t

M. 6. d
M. 7. t
M. 8. id
M. 9. d
M. 10. id

F. Section 3. Nationalities and languages. Number from one to fifteen. (Pause)

F. Listen:

M. A man who lives in Mexico is called a	F. Mexican
M. The language which he speaks is	F. Spanish

M. A man who lives in England is called an — F. Englishman
M. The language which he speaks is — F. English

F. Now, you write the word that completes the sentence. Beside the word write the word that completes the second sentence. You will write two words beside each number.

M. 1. A man who lives in Mexico is called a ....
The language which he speaks is ....
M. 2. A man who lives in England is called an ....
The language which he speaks is ....
M. 3. A man who lives in France is called a ....
The language which he speaks is ....
M. 4. A man who lives in Italy is called an ....
The language which he speaks is ....
M. 5. A man who lives in Spain is called a ....
The language which he speaks is ....
F. 6. A man who lives in Sweden is called a ....
The language which he speaks is ....
F. 7. A man who lives in Japan is called a ....
The language which he speaks is ....
F. 8. A man who lives in America is called an ....
The language which he speaks is ....
F. 9. A man who lives in Germany is called a ....
The language which he speaks is ....
F. 10. A man who lives in Russia is called a ....
The language which he speaks is ....

M. Here are your answers. There will be two words for each answer:

M. 1. Mexican, Spanish
M. 2. Englishman, English
M. 3. Frenchman, French
M. 4. Italian, Italian
M. 5. Spaniard, Spanish
F. 6. Swede, Swedish
F. 7. Japanese, Japanese
F. 8. American, English
F. 9. German, German
F. 10. Russian, Russian

M. Section 4. Relatives. (The last section.) Number from one to twenty. (Pause)

M. Listen:

F. My uncle's children are my — M. cousins
F. My mother's sister is my — M. aunt

M. Now, you write the word that completes the sentence:

F. 1. My uncle's children are my ....
F. 2. My mother's sister is my ....
F. 3. My aunt's children are my ....
F. 4. My mother's mother is my ....
F. 5. My grandmother's husband is my ....
M. 6. My mother's brother is my ....
M. 7. My uncle's children are my ....
M. 8. My sister's husband is my ....
M. 9. My brother's wife is my ....
M. 10. My brother's sons are my ....
F. 11. My brother's daughters are my ....
F. 12. My sister is my mother's ....
F. 13. My brother is my mother's ....
F. 14. My grandfather's wife is my ....
F. 15. My father's sister is my ....
M. 16. My brother's sons are my ....
M. 17. My sister's daughters are my ....
M. 18. My aunt's children are my ....
M. 19. A man married to a woman is her ....
M. 20. A woman married to a man is his ....

F. And here are your answers:

F. 1. cousins
F. 2. aunt
F. 3. cousins
F. 4. grandmother
F. 5. grandfather
M. 6. uncle
M. 7. cousins
M. 8. brother-in-law
M. 9. sister-in-law
M. 10. nephews
F. 11. daughter
F. 12. son
F. 13. grandmother
F. 14. aunt
F. 15. uncle
M. 16. nephews
M. 17. neices
M. 18. cousins
M. 19. husband
M. 20. wife

F. This ends the lesson.

THIRTEENTH WEEK ENRICHMENT

COUNTRY	*NATIONALITY*	*LANGUAGE(S)*
Argentina	Argentinian	Spanish (official), Italian
Australia	Australian	English
Austria	Austrian	German
Brazil	Brazilian	Portugese
Canada	Canadian	English, French
China	Chinese	Chinese
Cuba	Cuban	Spanish
Denmark	Danish	Danish
England	English	English
Egypt	Egyptian	Arabic
Finland	Finnish	Finnish, Swedish
France	French	French
Germany	German	German
Greece	Greek	Greek, Turkish
Haiti	Haitian	French
Hungary	Hungarian	Hungarian
Israel	Israeli	Ivrit
Ireland	Irish	English, Gaelic
Italy	Italian	Italian
Mexico	Mexican	Spanish
Netherlands	Dutch	Dutch
Norway	Norwegian	Norwegian
Panama	Panamanian	Spanish
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Russia	Russian	Great Russian, Ukarian Byelorussian, Uzebek. Tartar, Kazakh, Armenian Azerbaijani, Georgian
Saudi Arabia	Arabian	Arabic
Spain	Spanish	Spanish
Switzerland	Swiss	German, French, Italian
Turkey	Turkish	Turkish, Greek, Italian
United States	American	English
Vietnam (South)	Vietnamese	Anamese, French
Yugoslavia	Yugoslavian	Serbo-Croat, Slavene, Macedonian

MISCELLANEOUS VOCABULARY — RELATIONS

AMERICAN FAMILY RELATIONSHIPS

YOU are a MEMBER of a FAMILY.

Your MALE PARENT is your FATHER.
Your FEMALE PARENT is your MOTHER.
Your MALE SIBLINGS are your BROTHERS.
Your FEMALE SIBLINGS are your SISTERS.
Your PARENTS, BROTHERS AND SISTERS are your IMMEDIATE FAMILY.
Your FATHER'S FATHER is your PATERNAL GRANDFATHER.
Your MOTHER'S FATHER is your MATERNAL GRANDFATHER.
Your FATHER'S MOTHER is your PATERNAL GRANDMOTHER.
Your MOTHER'S MOTHER is your MATERNAL GRANDMOTHER.
Your FATHER'S SISTERS are your AUNTS.
Your FATHER'S BROTHERS are your UNCLES.
Your MOTHER'S SISTERS are your AUNTS.
Your MOTHER'S BROTHERS are your UNCLES.
Your UNCLES' CHILDREN (on either side) are your COUSINS.
Your AUNT'S CHILDREN (on either side) are your COUSINS.
Your SISTERS' MALE CHILDREN are your NEPHEWS.
Your SISTERS' FEMALE CHILDREN are your NIECES.
Your BROTHERS' MALE CHILDREN are your NEPHEWS.
Your BROTHERS' FEMALE CHILDREN are your NIECES.

WORDS TO KNOW:

1. relations
2. male
3. female
4. parent
5. siblings
6. paternal
7. maternal
8. family
9. member

Comparative degree—Adverbs
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In the blanks at the right, write the comparative form of the adverbs in parenthesis. Include the word *than*. REMEMBER YOUR RULES!

1. We arrived at the party (late) they. ....
2. We will get there (soon) you. ....
3. He called (early) usual. ....
4. He answered me (quick) I expected. ....
5. She plays the piano (good) her sister. ....
6. She also sings (beautiful) her sister. ....
7. The train arrived (late) ever before. ....
8. You can run (fast) I. ....

9. We naturally speak much (slow) the teacher. ....
10. John prepares his homework (careful) I do. ....
11. Helen works (hard) the other students. ....
12. I get up every morning much (early) John. ....
13. You speak English much (good) I. ....
14. He can do the work (early) I. ....
15. He returned (soon) we hoped. ....
16. He goes there (often) I. ....
17. Naturally, the old man walks (slow) his companion. ....
18. They go to the movies frequent) we. ....
19. John drives even (fast) his father. ....
20. Some people speak English (clear) others. ....

ADJECTIVES AND ADVERBS—COMPARISON
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1. John is .... (tall) .... his brother.
2. This book was .... (expensive) .... that one.
3. Helen is not .... (old) .... I.
4. She can speak English .... (good) .... the teacher.
5. John can't swim .... (fast) .... I.
6. I came .... (soon) .... possible.
7. I did .... (good) .... I could on the examination.
8. The boy ran home .... (fast) .... his legs could carry him.
9. Telephone me .... (soon) you get home.
10. I don't think it is .... (cold) .... it was yesterday.
11. He came .... (quick) .... he could.
12. She can do the work .... (easy) .... I.
13. I am not .... (tired) .... I was yesterday.
14. She doesn't work .... (hard) .... the other students.
15. Your pronunciation is certainly .... (good) mine.
16. We go to the movies .... (often) .... we can.

17. Naturally, I cannot speak English .... (rapid) the teacher.
18. I do my homework .... (careful) .... I can.
19. She plays the piano .... (beautiful) .... anyone I have ever heard.
20. He is almost .... (rich) .... Rockefeller.
21. She visits us .... (often) .... she can.
22. I telephoned to you .... (soon) .... I could.

Comparative form of adj.

In the blanks at the right, write the comparative form of the adjectives in parenthesis. Include the word *than.* REMEMBER YOUR RULES!

1. Helen is (young) Mary. ....
2. This book is (interesting) that one. ....
3. Oranges are (sweet) lemons. ....
4. The weather today is (warm) it was yesterday. ....
5. This exercise is (easy) the last one. ....
6. Helen is (intelligent) her sister. ....
7. The month of February is (cold) the month of March. ....
8. I am (tired) I was last night. ....
9. Our classroom is (large) your classroom. ....
10. This lesson is (long) the next one. ....
11. You seem to be (busy) today you were yesterday. ....
12. To me New York is (interesting) Washington. ....
13. Park Avenue is (wide) Fifth Avenue. ....
14. This book is (good) the last one I read. ....
15. The month of February is (short) the month of March. ....
16. The sea looks (peaceful) today it looked yesterday. ....
17. Your pronunciation is (good) John's. ....
18. Prices are (high) this year .... they were last year. ....
19. The Mississippi River is much (deep) in some places .... in others. ....
20. These flowers are (beautiful) those in your garden. ....

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COMPARISON OF ADJECTIVES

CHANGE THESE ADJECTIVES TO THEIR COMPARATIVE AND SUPERLATIVE FORMS.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. sunny		
2. mighty		
3. blue		
4. healthy		
5. bright		
6. drowsy		
7. swift		
8. fancy		
9. grave		
10. sharp		
11. hungry		
12. proud		
13. homely		
14. gay		
15. pale		
16. juicy		
17. plain		
18. sorry		
19. cheap		
20. silly		
21. jolly		
22. late		
23. dusty		
24. cozy		
25. crazy		

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking background of Navajo history.	Consider presenting a basic knowledge of Navajo history: Legendary origin Bering Straits theory Relations with Army (19th century). Teach pertinent vocabulary.	Participation in four dialogues describing Navajo background: origin Spanish influences raids and treaties Fort Sumner Review *Something About Navajo History* for independent recording.	Tape *A-21:* *Something About Navajo History* *Here Come the Navajo*, Underhill
SESSION 2	Continue presentation of speaking background of Navajo history (post Fort Sumner).	Consider providing background for a discussion of: release from Fort Sumner distribution of sheep grazing problems with gov. World War II service defense work during War	Participation in four sets of dialogues describing Navajo background: review of origin and Athabascan relationship return from Sumner and the first school at Defiance grazing problems and sheep distribution World War II service and defense work	Tape *A-22:* *More About Navajo History* *An Introduction to The Navajo*, Vogt and Kluckhohn *Here Come The Navajo*, Underhill
SESSION 3	Review: Speaking practice using nominative, possessive, and objective pronouns. Question-answer situations involving possessives. "th" and final "s" pronunciation drills.	The lab session would be more meaningful after sample patterns involving the personal pronouns have been demonstrated and practiced. Script *B-4* has suggested exercises. Consider rapid written quizzes that require one word pronoun substitutions in response to teacher dictation.	Pattern practice in the use of nom., poss., obj. pronouns; substitution drills involving pronouns for nouns in sentences; the "th" and final "s" in sentences. Individual recordings: *How Far Is It to Bethlehem?* *As Joseph Was A-Walking* *The Friendly Beasts*	Tape *B-4-V:* Rev. Pers. Pronouns Subst. Drills "th" and final "s"

Week's Lessons Follow

M. Tape A-21

SOMETHING ABOUT NAVAJO HISTORY

M. Listen to the following dialogue. You'll be asked to remember it.

F. *I've been reading something about Navajo history. Did you know that Navajo legend tells that their people came on earth from underground?

M. Oh yes, the Navajos believe that the first people came up through a hole near the Colorado, New Mexico boundary in the valley of the San Juan River.

F. I didn't know that you knew their history.

M. Oh yes, I'm very interested in Navajo history and I've read quite a bit about it.

F. How interesting! Would you be willing to tell me something about it?

M. I'd be very happy to, if I can.

F. What do the history books say about where the Navajos came from?

M. Well, most scientists think that Navajos came to this continent from Asia over the Bering Strait.

F. Where's that?

M. It's that narrow waterway you can see on the map between Alaska and Asia.

F. How long ago? Do they know?

M. No, nobody has any real history of the Navajo people before about 13 or 1400 A.D.

M. Now, listen again. (REPEAT DIALOGUE)*

M. Now, you'll be the one explaining the history. Here we go:

F. **I've been reading something about Navajo history. Did you knew that Navajo legend tells that their people came on earth from underground?

....

F. I didn't know that you knew their history.

....

F. How interesting! Would you be willing to tell me something about it?

....

F. What do the history books say about where the Navajos came from?

....

F. Where's that?

....

F. How long ago? Do they know?

....

M. Now, let's try that again. (REPEAT DIALOGUE)**

M. We'll go on. Listen:

F. ***Let's continue, shall we? May I ask you more?

M. Yes, go right ahead.

F. How did the Navajos get their horses and sheep?

M. The Navajos got their horses and sheep from the Spaniards, sometime during the 1600's.

F. I suppose the Spaniards introduced silver, too.

M. That's correct.

F. The Navajo tribe has grown to be the largest in the country, hasn't it?

M. That's right. There are over 100,000 Navajos today and the tribe continues to grow.

F. The people must have had a very difficult beginning during those early days.

M. In those early days, the Navajos moved around their territory. They had no friends among the other tribes. They considered the white settlers as their enemies.

F. There must have been much trouble.

M. There certainly was. The Navajo country was a dangerous place for anyone except a Navajo in those days.

M. Listen again. (REPEAT DIALOGUE)***

M. Now, you take part in the conversation:

F. ****Let's continue, shall we? May I ask you more?

....

F. How did the Navajos get their horses and sheep?

....

F. I suppose the Spaniards introduced silver, too.

....

F. The Navajo tribe has grown to be the largest in the country, hasn't it?

....

F. The people must have had a very difficult beginning during those early days.

....

F. There must have been much trouble.

....

M. We'll try that again. (REPEAT)****

F. *Say, this is getting exciting!

M. It was very exciting when the Navajos were a raiding people against the Pueblos, the whites and the army.

F. How long did the trouble go on?

M. Well, they tried to stop it in 1846 with a treaty at Fort Wingate. The Navajos called it Bear Springs.

F. Did they finally get peace?

M. No, the trouble was that the chiefs who signed the treaty didn't represent all the Navajos.

F. And the raids continued?

M. Yes, for about 20 more years until Kit Carson was given the job of rounding up the people.

F. That must have been a tough job.

M. It was very difficult for both sides. Many Navajos hid in places like Canyon de Chelly and would not surrender.

F. What happened?

M. Well, after the army killed their sheep and destroyed their orchards and farms most of the Navajos were starving and had to leave their homes.

F. I've heard about Fort Sumner.

M. Yes, we'll talk about that later.

M. Listen, again. (REPEAT DIALOGUE)*

M. Now, you join the conversation:

F. **Say this is getting exciting!

....

F. How long did the trouble go on?

....

F. Did they finally get peace?

....

F. And the raids continued?

....

F. That must have been a tough job.

....

F. What happened?

....

F. I've heard about Fort Sumner.

....

M. We'll go through that again. (REPEAT)**

F. We haven't much more time to talk, but would you tell me something about Fort Sumner before you leave?

M. Yes, this was a sad period in Navajo history.

F. What made it such a sad experience?

M. They didn't like anything about Fort Sumner. The water was bad. They didn't like to farm. Their enemies, the Comanches, raided them often. They hated everything about the place.

F. How long were they there?

M. After 4 years, from 1864 to 1868, they asked the government to let them return to their old homes.

F. Did the government let them go?
M. Yes, they signed a treaty and walked back to their homeland.
F. Much has happened since Fort Sumner for the Navajo people.
M. Yes, but we'll discuss that later when we have more time.
F. Thank you for such interesting history.
M. We'll continue some other time.

M. List once again. (REPEAT DIALOGUE)*

M. Now, you join in:

F. **We haven't much more time to talk, but would you tell me something about Fort Sumner before you leave?

....

F. What made it such a sad experience?

....

F. How long were they there?

....

F. Did the government let them go?

....

F. Much has happened since Fort Sumner for the Navajo people.

....

F. Thank you for such interesting history.

....

M. Try that again. (REPEAT)**

F. This ends the lesson.

M. Tape A-22

MORE ABOUT NAVAJO HISTORY

M. Listen closely to the following dialogues. You'll be expected to take part after you hear them:

F. *We were talking last time about the early history of the Navajo people. Do you remember what we said about the Navajo beliefs concerning their beginning?
M. Oh yes, we said that the people believe that they came from below the surface of the earth and came up to the present world.
F. Do you remember where that place was?
M. We said that it was a place north of the present reservation.
F. It is interesting that many scientists believe that the Navajos came from the north. But it is a difficult thing to prove. Language gives a clue sometmes, to where people come from.

M. How do you explain that?

F. Well, there are tribes in northwestern Canada that speak a language like the Navajos.

M. What's the name of that language?

F. It is called Athabascan.

M. That's very interesting.

M. Listen again. (REPEAT)*

M. Now, you join in:

F. **We were talking last time about the early history of the Navajo people. Do you remember what we said about the Navajo beliefs concerning their beginning?

....

F. Do you remember where that place was?

....

F. It is interesting that many scientists believe that the Navajos came from the north. But it is a difficult thing to prove. Language gives a clue sometmes, to where people come from.

....

F. Well, there are tribes in northwestern Canada that speak a language like the Navajos.

....

F. It is called Athabascan.

....

M. We'll try that again. (REPEAT)**

M. ***Let's continue with our history discussion.

F. We've talked about Navajo history before Fort Sumner. Let's talk something about what happened after Fort Sumner.

M. They returned to their homes in 1868, didn't they?

F. Yes, they had to start all over again to make a living and to build up their flocks of sheep.

M. Did the children have any schools?

F. There was a day school at Fort Defiance in 1870, and about twenty years later a boarding school was built there.

M. I understand that many children went to school off the reservation.

F. Yes, there were many off reservation schools like this one, and many schools have been built since that time.

M. Listen again. (REPEAT DIALOGUE)***

M. Now, you join in:

M. ****Let's continue with our history discussion.

....

M. They returned to their homes in 1868, didn't they?

....

M. Did the children have any schools?

....

M. I understand that many children went to school off the reservation.

....

M. Now, once again. (REPEAT)****

M. *Shall we continue?
F. Yes, let's go on.
M. How successful were they with their sheep in the early days?
F. In 1934 the reservation was in poor condition for grazing and the government bought almost one half million sheep from the Navajo.
M. Did that help the situation?
F. No, the government did a bad job explaining this program to the people and there was much bad feeling.
M. How did they settle the problem?
F. Well, they didn't. World War II broke out in 1940 and everyone had to turn their attention to other things.

M. Listen again. (REPEAT DIALOGUE)*

F. Now, you carry on the conversation:

M. **Shall we continue?

....

M. How successful were they with their sheep in the early days?

....

M. Did that help the situation?

....

M. How did they settle the problem?

....

F. Now, once again. (REPEAT)**

M. *Then I suppose many Navajos went to war.
F. Yes, there were about 3600 servicemen.
M. Tell me something about their accomplishments.
F. Navajos were very good soldiers and many were used in the Marine Signal Corps.
M. What did they do?
F. The Marines used them to send messages in Navajo. The enemy didn't know anything about understanding the Navajo language.
M. The war must have changed things on the Reservation.

F. Yes, very much. About 15,000 Navajos left home to get into defense work all over the West.
M. And we both know what big changes took place since World War II.
F. Yes, there are tremendous improvements going on.

M. Listen again. (REPEAT)*

F. Now, you carry on:

M. **Then I suppose many Navajos went to war.

....

M. Tell me something about their accomplishments.

....

M. What did they do?

....

M. The war must have changed things on the Reservation.

....

M. And we both know what big changes took place since World War II.

....

F. Now, once again. (REPEAT)**

F. This ends the lesson.

F. Tape B-4-V

REVIEW OF PERSONAL PRONOUNS — SUBSTITUTION DRILLS
THE 'TH' AND FINAL 'S'

F. Listen:

M. Mr. Grant is listening to Mr. Williams. F. He is listening to Mr. Williams.
F. He is listening to him.

M. The boy is listening to Mr. Grant. F. He is listening to Mr. Grant.
F. He is listening to him.

M. The boys are listening to the teacher. F. They are listening to the teacher.
F. They are listening to him.

M. The girl is listening to Miss Wilton. F. She is listening to Miss Wilton.
F. She is listening to her.

M. Now you follow the example:

F. Mr. Grant is listening to Mr. Williams. ....

F. The boys are listening to Mr. Grant. ....

F. The boys are listening to the teacher. ....

F. The girl is listening to Miss Wilton. ....

M. Mr. Johnson and I are listening to Mr. Grant. ....

M. Fred and John are listening to the teacher. ....

M. The girls are listening to Fred and me. ....

M. Fred and John are listening to Mr. Grant. ....

M. Mr. Johnson and I are listening to Miss Wilton. ....

F. The men are listening to the doctor. ....

F. The girl is listening to Harry and me. ....

F. Mr. Williams and Miss Wilton are listening to the students. ....

F. The boys are listening to Mrs. Vance. ....

F. Tom and I are listening to the man. ....

F. The students are listening to Mr. Williams and Miss Wilton. ....

M. Listen:

F. The boys played football yesterday.

M. Did the boys play football yesterday? Yes, they did.

F. Mary failed the examination.

M. Did Mary fail the examination? Yes, she did.

F. Tom passed the examination.

M. Did Tom pass the examination? Yes, he did.

F. The girls sang in the program.

M. Did the girls sing in the program? Yes, they did.

F. Now you follow the example:

M. The boys played football yesterday. ....

M. Mary failed the examination. ....

M. The girls sang in the program. ....

F. The teacher excused the students. ....

F. Bill erased the chalkboard. ....

F. Ruth telephoned her mother last week. ....

F. The class started at eight o'clock. ....

M. It rained a lot last year. ....

M. Fred hurried to school this morning. ....

M. Jim wanted a new book. ....

F. Listen:

F. Book	M. Is this your book?
F. Notebook	M. Is this your notebook?
F. Pencil	M. Is this your pencil?

F. Now you ask the question:

M. Book	F. Is this your book?
M. Notebook	....
M. Pencil	....
F. Assignment	....
F. Dictionary	....
F. Pen	....
F. Homework	....

M. Listen:

M. my	F. No, that's not my dictionary.
M. his	F. No, that's not his dictionary.
M. your	F. No, that's not your dictionary.

M. Now you follow the example:

F. His	M. No, that's not his dictionary.
F. Your	....
F. My	....
M. Their	....

F. Listen:

F. Mine	M. Whose dictionary is this? Is it mine?
F. Yours	M. Whose dictionary is this? Is it yours?
F. Ours	M. Whose dictionary is this? Is it ours?
F. His	M. Whose dictionary is this? Is it his?

F. Now you follow the example:

F. Mine	F. Whose dictionary is this? Is it mine?
M. Yours	....
M. Ours	....
F. His	....
F. Hers	....
F. Theirs	....

M. Listen:

M. My	F. That isn't a dictionary. It's my book.
M. Her	F. That isn't a dictionary. It's her book.
M. Your	F. That isn't a dictionary. It's your book.
M. Their	F. That isn't a dictionary. It's their book.

M. Now you follow the example:

F. My	M. That isn't a dictionary. It's my book.
F. Her	....
F. Your	....
F. Their	....
M. His	....
M. Our	....

F. Listen:

F. Book
M. Good afternoon, Mr. Green, is that your book?
F. Automobile
M. Good afternoon, Mr. Green, is that your automobile?
F. Dog
M. Good afternoon, Mr. Green, is that your dog?
F. Cat
M. Good afternoon, Mr. Green, is that your cat?

F. Now you follow the example:

M. Book	F. Good afternoon, Mr. Green, is that your book?
M. Automobile	....
M. Dog	....
F. Cat	....
F. Sister	....
F. Brother	....

M. Listen:

M. Automobile	F. Whose automobile is that? Is is yours?
M. Book	F. Whose book is that? Is it yours?
M. Pen	F. Whose pen is that Is it yours?
M. Money	F. Whose money is that? Is it yours?

M. Now you answer:

F. Automobile	M. Whose automobile is that? Is it yours?
F. Book	....
F. Pen	....
M. Money	....
M. Notebook	....
M. Pencil	....

F. Listen:

F. Car	M. It's time to go now. Where's the car?
F. Taxi	M. It's time to go now. Where's the taxi?
F. Bus	M. It's time to go now. Where's the bus?

F. Now, you follow the example.

M. Car	F. It's time to go now. Where's the car?
M. Taxi	....
M. Bus	....
F. Drive	....
F. Automobile	....

M. Listen:

M. Bill Jones	F. Mr. Green is here, but where's Bill Jones?
M. Ted Smith	F. Mr. Green is here, but where's Ted Smith?
M. Ruth White	F. Mr. Green is here, but where's Ruth White?
M. John Smith	F. Mr. Green is here, but where's John Smith?

M. Now you follow the example:

F. Bill Jones	M. Mr. Green is here, but where's Bill Jones?
F. Ted Smith	....
F. Ruth White	....
F. John Smith	....
M. Your friend	....
M. Our friend	....
M. My brother	....

F. Pronunciation review of the 'th' sound. Listen and repeat:

M. Their car is better than this one. ....
M. They don't know whether they can go in such weather. ....
M. These boys resemble their father and their mother. ....
M. If they do that, they'll have no further trouble. ....
F. Those boys over there are brothers. ....
F. Neither of them wanted to go with their mother. ....
F. They hadn't seen each other since then. ....
F. My brothers did that themselves. ....

M. Pronunciation review of the final 's' sound . Listen and repeat:

F. The first colonies were in the 17th and 18th centuries. ....
F. Later these colonies became the first thirteen states ....
F. Life in the United States was very different then. ....
F. The first settlers had no roads through the forests. ....
M. There were no houses or towns. ....
M. The settlers made their houses themselves. ....
M. The early settlers had other problems. ....
M. They made clothes from the skins of animals. ....
F. They learned these things from the Indians. ....
F. The Indians taught many helpful things. ....
F. The life of hard work continued for many years. ....
F. New lands brought new problems. ....
F. The history of the United States began when these settlers built their first cabins.
....

M. Now, pluralize these nouns:

F. stamp
F. seat
F. photograph
F. satellite
F. headache
M. snake
M. tape
M. book
M. check
M. test
M. desk
M. tie
F. egg
F. song
F. pencil
F. name
F. egg
M. pencil
M. ear
M. stair
M. wife
M. eye
M. pencil
M. cake
F. match
F. garage
F. quiz
F. tax
F. change
M. kiss
M. language
M. college
M. match
M. horse
M. language

F. Listen and repeat:

M. Up from the meadows rich with corn.
M. Green-walled by the hills of Maryland.
F. Forty flags with their silver stars.
M. "Halt!" the dust-brown ranks stood fast.
F. All day long that free flag tossed.
M. And ever the stars above look down.
F. On thy stars below in Frederick town.

M. This ends the lesson.

SOMETHING ABOUT NAVAJO HISTORY

Navajo legends tell that the People emerged from underground into the Southwest. However, the generally held belief of anthropologists is that they came across the Bering Strait in early times, though perhaps somewhat later than the other tribes which inhabited the Southwest.

Be that as it may, they first came into the light of history while they were living in an area along the Colorado-New Mexico boundary, between the Chama and upper San Juan Rivers. This was in the late 14th or early 15th century. From there they spread south and west into what is now known as the Navajo Country. In the early 1600's they were an aggressive and powerful tribe.

Sometime during the 1600's they acquired horses and sheep from the Spaniards, as well as the use of metal and the knowledge of working wool. The Navajos are famous for their adaptability, and in those early centuries they learned much of the culture that has made them the people they are today. It has been said of them that while they formerly copied a great deal from their neighbors, they improved on everything they copied.

They were increasing in numbers during this time, also. According to legend, there were originally four Navajo clans. They have added to these, in particular from the Pueblos, until today there are more than sixty. Since marriage within the clan is still regarded as incest, it can be understood that the Navajo "population explosion" necessitated the addition of other clans.

Until the advent of white soldiers in their territory, the Navajos were semi-nomadic; although they lived in loosely defined areas, they swarmed all over their country, raiding one day and appearing miles away the next. They had no friends among other tribes, and regarded the oncoming white settlers as enemies. Everyone's hand was against them and they retaliated with all the strength they could muster, with the result that the Navajo country was a dangerous place for anyone but a Navajo to appear.

The first military expedition against The People was made in the winter of 1846, when Col. Doniphan and 350 soldiers met with them at Bear Springs, later Fort Wingate, and signed a nominal treaty. Since there was no acknowledged Navajo head, any leader of a band who signed a treaty was responsible for his own people only; this fact was not understood by the Army, which held all Navajos responsible for all treaty promises. This led to retaliation, further treaties, increased misunderstandings, and more raids, for the next twenty years. Finally, it was decided to round up The People and send them to Fort Sumner, New Mexico, where they were to settle down, learn the art of farming, and become peaceful citizens, insofar as they were able.

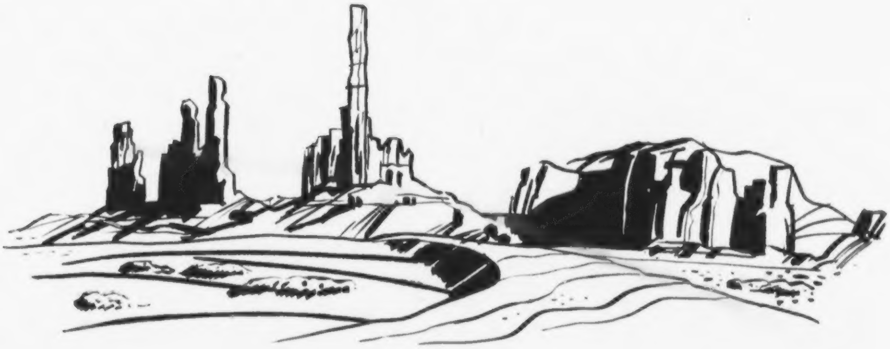
Col. Kit Carson was given the task of locating the Navajos. They hid in such vastnesses a Canyon de Chelly, from which they defied the troops to dislodge them. It became necessary to kill their sheep, destroy their cornfields, and devastate their orchards, literally to starve them into submission. Even then, not all the Navajos surrendered. Bands of people fled into the far western and northern parts of the area, there to hide and elude the troops until they were finally left unmolested.

Those who went to Fort Sumner found little to their liking. The water was bad, their old enemies, such as the Comanches, raided them at every chance; they had no heart to try to make a success of something they so bitterly detested. After four heart-breaking years they petitioned the Peace Commission to be allowed to return to their old homes, and promised that they would cause no more trouble. The Treaty of 1868, which resulted, also recorded the promises made by the white men. Freed of their captivity, The People walked back to their homeland.

Even then they found troubles. They were still beset by enemy tribes, and the Army contractors who were to feed them and put them on their feet again, often profiteered. But both sides were trying and when in 1868 an issue of sheep and goats was made, the Navajos felt encouraged.

So, less than a hundred years ago, the Navajo people made a new start toward progress. That they had the stamina, the great urge to succeed, the will to work, and the adaptability which has always characterized them, is obvious in the progress the Tribe has made within this century.

Better living conditions now prevail throughout the reservation. The People have schools and hospitals. Paved roads now criss-cross the reservation. A new $8 million sawmill furnished employment for many Navajos. Tribal parks, civic centers, and other creational facilities provide pleasure for thousands. With these, and through the valuable oil, uranium, helium, mineral and other holdings of the Tribe as a whole, they have the means to further their ambition to become sharing citizens of the United States.



FOURTEENTH WEEK ENRICHMENT
FINAL /s/

FOR PRACTICE OF FINAL /s/:

eats
debts
boots
ports
hearts
ruts
bites
quoits
quarts
months

bits
cats
puts
tots
hurts
rates
notes
routes
depths
myths

PRACTICE SENTENCES:

1. Seventy-seven stately ships collapsed at Furness.
2. Cease your useless fussing.
3. Samuel writes books on historical dates.
4. Some books and slates are obsolete.
5. Sampson of Mississippi looks saucy when he jests.
6. Bessie feasts on sassafras and asparagus.
7. The silence of the Sphinx was in the spacious house.
8. Mists over the mosque look like ghosts.
9. The mistress mistrusts some of her guest

PRACTICE:

FINAL /s/

" 'Horse! horse!' the Douglas cried, 'and chase!'
But soon he reigned his fury's pace.
'A royal messenger he came
Though most unworthy of the name.' "

— Scott

THE QUEEN OF HEARTS

The Queen of Hearts,
She made some tarts,
All on a summer's day.
The Knave of Hearts,
He stole the tarts,
And took them clean away.

The King of Hearts,
Called for the tarts,
And beat the Knave full sore.
The Knave of Hearts
Brought back the tarts,
and vowed he'd steal no more.

"And the other five girls all answered,
'Yes,' or 'Yes, yes,' or 'Yes, yes, yes,' real fast
like a balloon with a fire-chaser after it."

BUMPETY BUS

I love to ride in the bumpety bus,
In the bumpety, bumpety, bumpety bus.
There's lots of noise and lots of fuss
In the bumpety, bumpety, bumpety bus.
People are going everywhere
In the bumpety, bumpety, bumpety bus;
But where I go, I don't care,
In the bumpety, bumpety, bumpety bus.
For whether it's fast, or whether it's slow
In the bumpety, bumpety, bumpety bus,
I have a good time wherever I go
In the bumpety, bumpety, bumpety bus!

— Agnes Curren Hamm

JUST FOR FUN

REACHING FOR THE STARS

1. Add three letters to *star* to make frighten. (startle)
2. Add two letters to *star* to make a wash day stiffening product. (starch)
3. Add one letter to *star* to make a long look. (stare)
4. Add four letters to *star* to make a sea creature. (starfish)
5. Add five letters to *star* to make the right side of a ship. (starboard)
6. Add four letters to *star* to make a bird. (starling)
7. Add one letter to *star* to make grim or bare. (stark)
8. Add one letter to *star* to make a beginning. (start)
9. Add three letters to *star* to make very hungry. (starves)
10. Add two letters before and one letter afte *star* to make a pudding. (custard)

TRIMMING THE TREE

1. Decorate *tre* with two more letters to make a special surprise. (treat)
2. Decorate *tre* with three more letters to make a small river. (stream)
3. Decorate *tre* with three more letters to make a road. (street)
4. Decorate *tre* with four more letters to make a New Jersey city. (Trenton)
5. Decorate *tre* with two more letters to make a footstep. (tread)
6. Decorate *tre* with four more letters to withdraw or retire. (retreat)
7. Decorate *tre* with three more letters to make a line or stripe. (streak)
8. Decorate *tre* with seven more letters to make large. (tremendous)
9. Decorate *tre* with five more letters to make a pirates booty. (treasure)
10. Decorate *tre* with four more letters to make a latticework for roses. (trellis)

ON THE LIGHT SIDE

1. Add two letters to *light* to make happiness. (delight)
2. Add five letters to *light* to make a beacon. (light house)
3. Add four letters to *light* to make sky electricity. (lightning)
4. Add one letter to *light* to make an airplane trip. (flight)
5. Add seven letters to *light* to make gay or happy. (lighthearted)
6. Add one letter to *light* to make a sad situation. (plight)
7. Add six letters to *light* to make dizzy. (lightheaded)
8. Add three letters to *light* to make the opposite of night. (daylight)
9. Add one letter to *light* to make slender or frail. (slight)
10. Add two letters to *light* to make less heavy. (lighten)

CHRISTMAS SPIRIT

I am the Christmas spirit!

I enter the home of poverty, causing palefaced children to open their eyes wide, in pleased wonder.

I cause the miser's clutched hand to relax, and thus paint a bright spot on his soul.

I cause the aged to renew their youth and to laugh in the old, glad way.

I keep romance alive in the heart of childhood, and brighten sleep with dreams woven of magic.

I cause eager feet to climb dark stairways with filled baskets, leaving behind hearts amazed at the goodness of the world.

I cause the prodigal to pause a moment on his wild, wasteful way, and send to anxious love some little token that releases glad tears — tears which wash away the hard lines of sorrow.

I enter dark prison cells, reminding scarred manhood of what might have been, and pointing forward to good days yet to be.

I come softly into the still, white home of pain, and lips that are too weak to speak just tremble in silent, eloquent gratitude.

In a thousand ways I cause the weary world to look up into the face of God, and for a little moment forget the things that are small and wretched.

I am the Christmas spirit!

— E. C. Baird

From BLESSING WAY

A Navajo Rite

One story represents Changing Woman as the first and ideal baby, found under supernatural conditions. First Man reported to his wife that for four days a dark rain cloud had hovered over the Central Sacred Mountain; finally, the mountain was covered with rain, an indication that supernatural events were taking place. Singing a song, he walked to the place and found a baby crying. He discovered the baby in a cradle made of Sky Messengers — two short rainbows under the baby and crosswire at its crest and feet were red sunrays. A curved rainbow arched over the face. Wrapped in a dark cloud, the infant was covered with bark, blue, yellow, and white clouds, held in by side lacings of zigzag lightning with a sunbeam laced through them. First Man did not know what to do with the baby and took it home to First Woman who, with the aid of Mirage Talking God, raised it. The eyes of the baby were black as charcoal and there was no blemish anywhere on its body. First Man and Talking God agreed that it should be fed on collected pollen moistened with game broth and the dew of beautiful flowers. Salt Woman said she wanted the child and some say it was given to her.

CHRISTMAS CARD WEATHER

The card the weather makes
Is sketched with pens of snow,
A host of fine, fast-flying flakes
That greet you as you go . . . .

And blot the fences out and fill
The paths we used to follow,
With sudden peaks, an unknown hill,
An unsuspected hollow.

It scrawls its signature on brooks
And crystals it in ice,
And makes a fairyland of nooks
And boughs. And in a trice

Has framed a wish as wide and clear
As is our wish tonight,
For warm, old-fashioned Christmas cheer
And Christmas crisp and white!

— Helen Harrington

OUR CHRISTMAS PRAYER

For the happiness of Christmas
With its time of friendly giving,

For the star that led the Wise Men
To a joyous way of living,

For the little Baby Jesus
Lifting tiny hands to bless us,

For the tender smile of Mary
Which today may still caress us,

For wondering beasts that quiet stood
In gentle silence listening,

While shepherds followed from afar
The star all gold and glistening,

For angels singing with delight
Upon that holiest, holy night,

May we be kind and gentle too
In all the things we strive to do.

Unto each heart that here today
Impatient waits for Christmas morn,

Make known the meaning of the words
That "Unto us a Child is born."

Dear Jesus, hear our Christmas prayer,
And bless Thy children, everywhere.

Amen.

— Ann Trott Talmage

AN IRISH LEGEND

Whoever's born on Christmas
Is favored from the start;
Has laughter and good fortune
And a contented heart;
Is loved by noble company,
Has all that should suffice.

THE CHILDREN'S CAROL

Here we come again, again, and here we come again!
Christmas is a single pearl swinging on a chain,
Christmas is a single flower in a barren wood,
Christmas is a single sail on the salty flood,
Christmas is a single star in the empty sky,
Christmas is a single song sung for charity.
Here we come again, again, to sing to you again,
Give a single penny that we may not sing in vain.

—Eleanor Farjeon

SONG

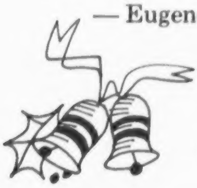
Why do bells for Christmas ring?
Why do little children sing?
Once a lovely shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger's cradle bright.
There a darling baby lay,
Pillowed soft upon the hay;
And its mother sang and smiled,
"This is Christ, the holy Child!"
Therefore bells for Christmas ring,
Therefore little children sing.

— Eugene Field

WHEN THE BELLS RING OUT

'Tis Christmas time when the bells ring out,
And the thrill of their fairy chime
Sings to a world of a Babe, newborn,
In that glad old Christmas time;
Sings to the heart, "Look up — look up —
To the skies that bend above,
Look up from the shadows that dim the road
To the star-strewn way of love!"
When the bells peal out on a world of white,
O'er the mountain top and plain,
Then it's holly time, its' happy time,
For it's Christmas time again!

— Walter S. Wheeler



CHRISTMAS BELLS

I heard the bells on Christmas Day
Their old, familiar carols play
And wild and sweet
The words repeat
Of peace on earth, good-will to men!

And thought how, as the day had come,
The belfries of all Christendom
Had rolled along
The unbroken song
Of peace on earth, good-will to men!

Till, ringing, singing on its way,
The world received from night to day
A voice, a chime,
A chant sublime
Of peace on earth, good-will to men!

Then from each black, accursed mouth
The cannon thundered in the South,
And with the sound
The carols drowned
Of peace on earth, good-will to men!

It was as if an earthquake rent
The hearth-stones of a continent,
And made forlorn
The households born
Of peace on earth, good-will to men!

And in despair I bowed my head;
"There is no peace on earth," I said;
For hate is strong,
And mock the song
Of peace on earth, good-will to men!"

Then pealed the bells more loud and deep:
"God is not dead; nor doth he sleep!
The Wrong shall fail,
The Right prevail,
With peace on earth, good-will to men!"

— Henry Wadsworth Longfellow

CHRISTMAS MORNING

If Bethlehem were here today,
Or this were very long ago,
There wouldn't be a winter time
Nor any cold or snow.

I'd run out through the garden gate,
And down along the pasture walk;
And off beside the cattle barns
I'd hear a kind of gentle talk.

I'd move the heavy iron chain
And pull away the wooden pin;
I'd push the door a little bit
And tiptoe very softly in.

The pigeons and the yellow hens
And all the cows would stand away;
Their eyes would open wide to see
A lady in the manger hay.

If this were very long ago
And Bethlehem were here today.

And Mother held my hand and smiled —
I mean the lady would — and she
Would take the wooly blankets off
Her little boy so I could see.

His shut-up eyes would be asleep,
And He would look like our John,
And He would be all crumpled too,
And have a pinkish color on.

I'd watch His breath go in and out
His little cothes would all be white.
I'd slip my finger in His hand
To feel how He could hold it tight.

And she would smile and say, "Take care,"
The mother, Mary, would "Take care;"
And I would kiss His little hand
And touch His hair.

While Mary put the blankets back
The gentle talk would soon begin.
And when I'd tiptoe softly out
I'd meet the wise men going in.

— Elizabeth Maddox Roberts

"REJOICE! REJOICE! THE ANGELS SING"

There was cause for rejoicing that night in the stable by the crowded inn in the village of Bethelehem so long ago. In the manger there, a Child was born, to be named Jesus Christ, son of Mary who was the wife of Joseph. Outside in the desert hills the shepherds shivered in their cloaks in the cold, night air, but inside it was warm from the warmth of simple creatures stabled therein.

In the dim, flickering candlelight, among such humble surroundings, the Infant Jesus, who came to be called King of Kings, saw the adoration in His mother's eyes, felt the love to her embrace, and all was well with the world. It was God's will that in this way it should happen. Wondrous night! Wondrous event!

And there was rejoicing in Heaven where the angels sang, and there was rejoicing in the hearts of all men of good will.

All this happened a long, long time ago, but so vivid is the memory of that eventful night in Bethlehem and so profound has its meaning and significance been on generations and generations of mankind since, that it might have happened only yesterday.

And Jesus Christ, the Son of God, went into the world to preach God's Word, and the Word was good, honest and true, proclaiming the Glory of Heaven and the dignity of man.

Millions and millions of people who have lived and died since the birth of Christ have found solace and strength in His message, their lives enriched by its meaningful promise. So it will be for the millions to come, the millions yet unborn.

Rejoice! Rejoice! The angels sing! There is cause for rejoicing now as there was that night so long ago.

— Raymond Carlson

HOW FAR IS IT TO BETHLEHEM?

How far is it to Bethlehem?
Not very far.
Shall we find the stable-room
Lit by the star?
Can we see the Little Child,
Is He within?
If we lift the wooden latch
May we go in?
May we stroke the creatures there,
Ox, ass, or sheep?
May we peer like them and see
Jesus asleep?
If we touch His tiny hand
Will He awake?
Will He know we've come so far
Just for His sake?
Great Kings have precious gifts,
And we have nought;
Little smiles and little tears
Are all we brought.
For all weary children
Mary must weep.
Here, on His bed of straw,
Sleep, children, sleep.
God, in His Mother's arms,
Babes in the byre,
Sleep, as they sleep who find
Their heart's desire.

— Frances A. Chesterton

A CHRISTMAS CAROL

God bless the master of this house,
The mistress also,
And all the little children
That round the table go.
And all your kin and kinsmen
That dwell both far and near,
I wish you a Merry Christmas
And a Happy New Year!

— Old English Carol

CHRISTMAS CAROL

Ring out, ye bells!
All Nature swells
With gladness of the wondrous story,
The world was lorn
But Christ is born
To change our sadness into glory.

Sing, earthlings, sing!
To-night a King
Hath come from heaven's high throne to bless us.
The outstretched hand
O'er all the land
Is raised in pity to caress us.

Come at his call;
Be joyful all;
Away with mourning and sadness!
The heavenly choir
With holy fire
Their voices raise in songs of gladness.

The darkness breaks
And Dawn awakes,
Her cheeks suffused with youthful blushes.
The rocks and stones
In holy tones
Are singing sweeter than the thrushes.

They why should we
In silence be,
When Nature lends her voice to praises;
When heaven and earth
Proclaim the truth
Of Him for whom that lone star blazes?

No, be not still
But with a will
Strike all your harps and set them ringing;
On hill and heath
Let every breath
Throw all its power into singing!

— Paul Laurence Dunbar

LONG, LONG AGO

Wind through the olive trees
Softly did blow,
Round little Bethlehem
Long, long ago.

Sheep on the hillside lay
Whiter than snow.
Shepherds were watching them
Long, long ago.

Then from the happy sky
Angels bent low,
Singing their songs of joy
Long, long ago.

For in a manger bed
Cradled we know.
Christ came to Bethlehem
Long, long ago.

AN OLD CHRISTMAS GREETING

Sing Hey! Sing Hey!
For Christmas Day,
Twine Mistletoe and holly;
For Friendship grows
In winter snows,
And so let's all be jolly.

— Nursery Rhyme

BEGGAR'S RHYME

Christmas is coming, the geese are
getting fat,
Please to put a penny in the old
man's hat;
If you haven't got a penny, a
ha' penny will do.
If you haven't got a ha' penny,
God bless you!

CHRISTMAS IN THE HEART

The snow lies deep upon the ground,
And winter's brightness all around
Decks bravely out the forest sere,
With jewels of the brave old year.
The coasting crowd upon the hill
With some new spirit seems to thrill;
And all the temple bells achime
Ring out the glee of Christmas time.

In happy homes the brown oak-bough
Vies with the red-gemmed holly now;
And here and there, like pearls, there show
The berries of the mistletoe.
A sprig upon the chandelier
Says to the maidens, "Come not here!"
Even the pauper of the earth
Some kindly gift has cheered to mirth!

Within his chamber, dim and cold,
There sits a grasping miser old.
He has no thought gave one of gain, —
To grind and gather and grasp and drain.
A peal of bells, a merry shout
Assail his ear: he gazes out
Upon a world to him all gray,
And snarls, "Why, this is Christmas Day!"

No, man of ice, — for shame, for shame!
For "Christmas Day" is no mere name.
No, not for you this ringing cheer,
This festal season of the year.
And not for you the chime of bells
From holy temple rolls and swells.
In day and deed he has no part —
Who holds not Christmas in his heart!

— Paul Laurence Dunbar

CHRISTMAS BELLS

I heard a bell ring far away
The happy bell of Christmas Day:
Soon other bells took up the chime
To tell the world of Christmas time.
From belfries high and tower tall
The silver notes began to fall,
Till all the world rose glad and gay
To greet another Christmas Day.

— Frances Kirkland

THE FRIENDLY BEASTS

Jesus, our brother, strong and good,
Was humbly born in a stable rude,
And the friendly beasts around His stood.

And every beast, by some good spell,
In the stable dark was able to tell
Of the gift he gave to Immanuel.

"I am the donkey, shaggy and brown.
I carried His mother up hill and down,
I carried her safely to Bethlehem town."

"I am the cow all white and red,
I gave Him my manger for His bed,
I gave Him my hay to pillow His head."

"I am the sheep with curly horn,
I gave Him my wool for His blanket warm,
He wore my coat on Christmas morn."

"I am the dove, from the rafters high
I cooed Him to sleep that He should not cry.
We cooed Him to sleep, my mate and I."

Thus every beast, by some good spell,
In the stable dark was able to tell
Of the gift he gave to Immanuel.

— Anonymus

THE DONKEY

When fishes flew and forests walked
    And figs grew upon thorn,
Some moment when the moon was blood,
    Then surely I was born;

With monstrous head and sickening cry
    And ears like errant wings,
The devil's walking parody
    On all four-footed things.

The tattered outlaw of the earth,
    Of ancient crooked will;
Starve, scourge, deride me: I am dumb,
    I keep my secret still.

Fools! For I also had my hour;
    One far fierce hour and sweet:
There was a shout about my ears,
    And palms before my feet.

— G. K. Chesterton

CHRISTMAS CAROL

Villagers all, this frosty tide,
Let your doors swing open wide,
Though wind may follow and snow betide
Yet draw us in by your fire to bide:
    Joy shall be yours in the morning.

Here we stand in the cold and the sleet,
Blowing fingers and stamping feet,
Come from far away, you to greet —
You by the fire and we in the street —
    Bidding you joy in the morning.

For ere one half of the night was gone,
Sudden a star has led us on,
Raining bliss and benison
Bliss tomorrow and more anon,
    Joy for every morning.

Good man Joseph toiled through the snow —
Saw the star o'er the stable low;
Mary she might not further go —
Welcome thatch and litter below!
    Joy was hers in the morning.

And then they heard the angels tell,
"Who were the first to cry Nowell?
Animals all as it befel,
In the stable where they did dwell!
    Joy shall be theirs in the morning."

— Kenneth Grahame

GATES AND DOORS

There was a gentle hostler
(And blessed be his name!)
He opened up the stable
The night Our Lady came.
Our Lady and Saint Joseph,
He gave them food and bed,
And Jesus Christ has found him
A glory round his head.

So let the gate swing open
However poor the yard,
Lest weary people visit you
And find their passage barred;
Unlatch the door at midnight
And let your lanterns glow
Shine out to guide the traveler's feet
To you across the snow.

There was a courteous hostler
(He is in heaven tonight).
He held Our Lady's bridle
And helped her to alight;
He spread clean straw before her
Whereon she might lie down,
And Jesus Christ has given him
An everlasting crown.

Unlock the door this evening
And let your gate swing wide,
Let all who ask for shelter
Come speedily inside.
What if your yard be narrow?
What if your house be small?
There is a guest is coming
Will glorify it all.

There was a joyous hostler
Who knelt on Christmas morn
Beside the radiant manger
Wherein his Lord was born.
His heart was full of laughter,
His soul was full of bliss
When Jesus, on His Mother's lap,
Gave him His hand to kiss.

Unlock your heart this evening
And keep no stranger out,
Take from your soul's great portal
The barrier of doubt.
To humble folk and weary
Give hearty welcoming
Your breast shall be tomorrow
The cradle of a King.

— Joyce Kilmer

BALLAD OF THE HOLLY

The holly berry that burns so red
(Raise high the holly!)
Once was whiter than wheaten bread.
(As love is better than folly).
Whiter than shells along the shore
It blooms on its tree by a stable door.
Villagers come there, half-afraid,
Gifts in their hands for Child and Maid.
And one has nothing of note, so he
Fetches a branch of the holly tree.
Alas, alas, the little Newborn
Has pricked His finger upon a thorn,
Has left His blood on the spiny leaves.
Heavy of heart the holly grieves,
Sees in a terrible vision how
A crown of holly shall bind His brow
When Child is man.
For sorrow and shame
The berries have blushed as red as flame.
Says Mary the Mother,
"Take no blame.
But be of good cheer as ever you can.
Both foul and fair are the works of man,
Yet unto man has My Son been lent.
And you, dear tree, are the innocent
Who weeps for pity what man might do.
So all your thorns are forgiven you."
Now red, rejoicing, the berries shine
On jubilant doors as a Christmas sign
That desolation to joy makes way.
(Hang high the holly!)
Holly is the symbol of Christ's Birthday.
(When love shall vanquish folly).

THE NIGHT

On the night that Christ was born
The rivers, one hears, ran fine
And sweetly between their banks,
Filled not with water but wine.

And any man who drank
Of that beneficent tide
(Though he had stopped in anger
To drink), grew pacified,
Loving even his foeman
As dearly as his bride;

Wholly at peace with himself,
The world and everything.
While the trees in the forest blossomed
As if the winter were spring.

AS JOSEPH WAS A-WALKING

As Joseph was a-walking
He heard an angel sing,
"This night shall be the birth-time
Of Christ, the Heavenly King.

He neither shall be born
In house nor in hall,
Nor in a place of paradise,
But in an ox's stall.

He shall not be clothed
In purple nor in pall;
But in the fair white linen,
That usen babies all.

He neither shall be rocked
In silver nor in gold,
But in a wooden manger
That resteth on the mold."

As Joseph was a-walking
There did an angel sing,
And Mary's child at midnight
Was born to be our King.

Then be ye glad, good people,
This night of all the year,
And light ye up your candles,
For His star it shineth clear.

— Old English

WORDS FROM AN OLD SPANISH CAROL

Shall I tell you who will come
To Bethlehem on Christmas morn?
Who will kneel them gently down
Before the Lord new-born?

One small fish from the river,
With scales of red, red gold,
One wild bee from the heather,
One grey lamb fro mthe fold,

One ox from the high pasture,
One black bull from the herd,
One goatling from the far hills,
One white, white bird.

And many children — God give them grace,
Bringing tall candles to light
Mary's face.

Shall I tell you who will come
To Bethlehem on Christmas morn?
Who will kneel them gently down
Before the Lord new-born?

— Ruth Sawyer

THE CHRISTMAS TREE

Wonder how the Christmas tree feels
As it stands with its trimmings gay?
Is it 'fraid of the lights and noise?
Does it wish it could run away?

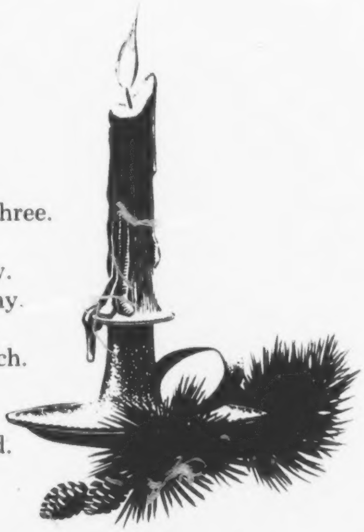
Does it like the merry chatter
Of the rapturous boys and girls,
And think they're a curious kind
Of gigantic bunnies and squirrels?

Does it like the pretty presents
On its branches round about,
And wish it could join the noise
As the children laugh and shout?

Does it wish that its woodland friends
Might peep in the window and see
What a wonderful thing it is
To grow into a Christmas tree?

THE CHRISTMAS ALPHABET

A Is for angels with feathery wings.
B Is for boxes containing fine things.
C Is for candles that flicker and flare.
D Is for dolls with long, curly hair.
E Is for elves and their gay elfin ways.
F Is for fireplaces brightly ablaze.
G Is games you can play on the floor.
H Is for holly fastened to the door.
I Is for iceskates all shiny and bright.
J Is for jingle bells heard in the night.
K Is for Kings, you'll recall there were three.
L Is for lights on a big Christmas Tree.
M Is for mince pies fragrant and yummy.
N Is for neckties to Daddy from Mummy.
O Is for oranges, olives and such.
P Is for plumcake, but don't eat too much.
Q Is for quietly going to bed.
R Is for reindeer heard overhead.
S Is for Santa whose chuckles are heard.
T Is for turkey, a truly fine bird.
U Is for untying the gifts we receive.
V Is the verses we say Christmas Eve.
W's Wreaths, bright with pine cone and berry.
X, Y, Z's Xmas, and may yours be merry!



THE TWELVE DAYS OF CHRISTMAS

The first day of Christmas,
My true love sent to me
A partridge in a pear tree.

The second day of Christmas,
My true love sent to me
Two turtle doves, and
And a partridge in a pear tree.

The third day of Christmas,
My true love sent to me
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The fourth day of Christmas,
My true love sent to me
Four colly birds.
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The fifth day of Christmas,
My true love sent to me
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The sixth day of Christmas,
My true love sent to me
Six geese a-laying,
Five gold rings
Four colly birds
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The seventh day of Christmas,
My true love sent to me
Seven swans a-swimming
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

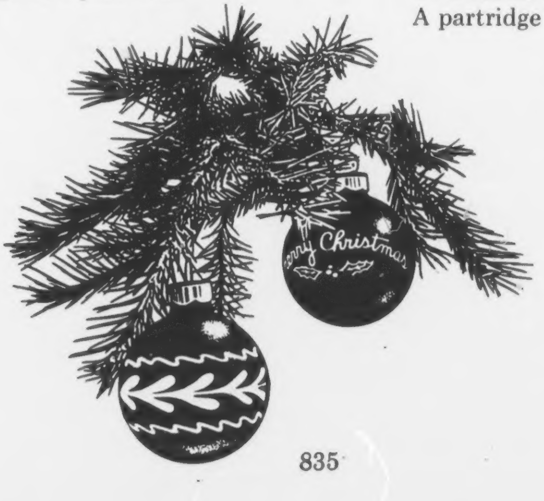
The eighth day of Christmas,
My true love sent to me
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The ninth day of Christmas,
My true love sent to me
Nine drummers drumming,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The tenth day of Christmas,
My true love sent to me
Ten pipers piping,
Nine drummers drumming,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The eleventh day of Christmas,
My true love sent to me
Eleven ladies dancing,
Ten pipers piping,
Nine drummers drumming,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.

The twelfth day of Christmas,
My true love sent to me
Twelve lords a-leaping,
Eleven ladies dancing,
Ten pipers piping,
Nine drummers drumming,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five gold rings,
Four colly birds,
Three French hens,
Two turtle doves, and
A partridge in a pear tree.



THE WAY TO A MERRY CHRISTMAS

Would you know, my children, the way
To reach a Merry Christmas Day?

'Tis by the Path of Sunny Smiles,
Along the Road of Friendly Cheer,
Then up the Hill of Pleasant Words,
To Carol Crest, where songs ring clear
Through Lanes of Peace and Good Will,
Across the Bridge of Greetings Gay,
Then by the Road of Kindly Deeds
To Giving Town — and there you stay!

ON CHRISTMAS EVE

On Christmas Eve I turned the spit;
I burnt my fingers, I feel it yet;
The cock sparrow flew over the table,
The pot began to play with the ladle;
The ladle stood up like an angry man,
And vowed he'd fight the frying pan;
The frying pan behind the door
Said he never saw the like before;
And the kitchen clock I was going to wind,
Said he never saw the like behind.

— Nursery Rhyme

THE GIFT

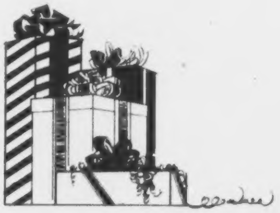
Soon in your hand will be placed a priceless gift. Look at it closely. There is no price mark stamped on it. It cannot be weighed, because no scale can balance its value. A king's ransom in comparison is as nothing, yet it is given to beggar and prince alike. The giver asks only that it be used wisely and well.

This jewel, rare and unique, is not displayed in any shop window. It cannot be purchased, cannot be sold. No other treasure holds the possibilities this gift offers — none can surpass its golden splendor.

Of all gifts this is the most precious. It has been offered many times before; today, from the depths of a boundless love it will be given again. It will be left to you to find the golden thread running through it. Only with great care will the jewel retain its luster. Carelessness, ingratitude, and selfishness will tarnish the brilliancy, break the unspoiled thread, mar the perfection.

Guard it closely, lest through weak fingers it slip from the hand. Look often at its faultless beauty. Accept it as it is offered from the heart of the giver. Consider it the most treasured of possessions, for by all gifts it is by far the greatest.
IT IS THE GIFT OF THE NEW YEAR!

— Loretta B. Buckley



THE CHRISTMAS STORY

according to Saint Luke

Now it came to pass in those days, that a decree went forth from Caesar Augustus that a census of the whole world should be taken. The first census took place while Cyrinus was governor of Syria. And all were going, each to his own town, to register.

And Joseph also went from Galilee out of the town of Nazareth into Judea to the town of David, which is called Bethlehem — because he was of the house of David — to register, together with Mary, his espoused wife, who was with child. And it came to pass while they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the Glory of God shone round about them, and they feared exceedingly.

And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David a Savior has been born to you, who is Christ the Lord. And this shall be a sign to you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace to men of good will."

And it came to pass, when the angels had departed from them into heaven, that the shepherds were saying to one another, "Let us go over to Bethlehem and see this thing that has come to pass, which the Lord has made known to us."

So they went with haste, and they found Mary and Joseph, and the babe lying in the manger. And when they had seen, they understood what had been told them by the shepherds. But Mary kept in mind all these things, pondering them in her heart.

And the shepherds returned, glorifying and praising God for all that they had heard and seen, even as it was spoken to them.

A VISIT FROM ST. NICHOLAS

by Clement C. Moore

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care.
In hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds
While visions of sugar-plums danced in their heads;
And Mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on the lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below,
When, what to my wondering eyes did appear,
But a miniature sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name:
"Now, Dasher! Now, Dancer! Now, Prancer and Vixen!
On Comet, on Cupid, Donder and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! dash away! dash away, all!"
As dry leaves that before the wild hurricane fly
When they meet with an obstacle, mount to the sky,
So up to the housetop the coursers they flew,
With the sleigh full of toys, and St. Nicholas too.
And then, in a twinkling, I heard on the roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning around,
Down the chimney St. Nicholas came with a bound.
He was dressed all in fur from his head to his foot,
And his clothes were all tarnished with ashes and soot;
A bundle of toys he had flung on his back,
And he looked like a peddler just opening his pack.
His eyes — how they twinkled, his dimples, how merry!
His cheeks were like roses, his nose like a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as the snow;
The stump of a pipe he held tight in his teeth,
And the smoke, it encircled his head like a wreath;
He had a broad face and a little round belly
That shook, when he laughed, like a bowl full of jelly.
He was chubby and plump, a right jolly old elf,
And I laughed when I saw him, in spite of myself;
A wink of his eye and a twist of his head,
Soon gave me to know I had nothing to dread;
He spoke not a word, but went straight to his work,

And filled all the stockings; then turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a whistle,
And away they all flew like the down of a thistle.
But I heard his exclaim, ere he drove out of sight,
"MERRY CHISTMAS TO ALL, AND TO ALL A GOOD-NIGHT."

EVERYWHERE, EVERYWHERE, CHRISTMAS TONIGHT

Christmas in land of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow peaks stand solemn and white,
Christmas where cornfields lie sunny and bright!
Christmas where children are hopeful and gay,
Christmas where old men are patient and gray,
Christmas where peace, like a dove in his flight,
Broods o'er brave men in the thick of the fight,
Everywhere, everywhere, Christmas tonight.
For the Christ Child who comes is the Master of all;
No palace too great and no cottage too small.

—Phillips Brooks

CHRISTMAS PINE SONG

Pine trees sing Christmas songs out in the snow,
Songs of the Christ Child who came long ago,
Brave as a little pine out in the night,
Only a star and the snow for a light.

Hush, you may hear as the wind passes through:
Mary is humming a lullaby, too;
Joseph is searching afar . . . afar . . .
And shepherds are following again, a Star.

Some people say when the snow whispers there
The angels are singing a special prayer:
Bless you and guard you and keep you from woe!
Pine trees sing Christmas songs out in the snow.

—Esther Wood

IN EXCELSIS GLORIA!

When Christ was born of Mary free,
In Bethlehem, in that fair city,
Angels sang there with mirth and glee,
IN EXCELSIS GLORIA!

Herdsmen behold these angels bright,
To them appearing with great light,
Who said, "God's Son is born this night,"
IN EXCELSIS GLORIA!

This King is come to save mankind,
As in Scripture truths we find,
Therefore this song have we in mind,
IN EXCELSIS GLORIA!

Then, Dear Lord, for Thy great grace,
Grant us the bliss to see Thy face,
That we may sing to Thy solace,
IN EXCELSIS GLORIA!

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Speaking practice using nominative, possessive, and objective pronouns. Question-answer situations involving possessives. "th" and final "s" pronunciation drills.	Classroom enrichment should include demonstration in the use of personal pronouns. See *Regents I*, pp. 21, 22, 51, 113, 114, 115. Script *B-4* has suggested exercises. Consider rapid quizzes that require one-word pronoun substitutions in response to teacher dictation.	Pattern practice in the use of nominative, possessive, objective pronouns for nouns in sentences; the "th" and final "s" in sentences. Individual recordings: *How Far Is It to Bethelehem?* *As Joseph Was A-Walking* *The Friendly Beasts*	Tape *B-4-V:* Review Personal Pronouns Substitution Drills "th" and final "s"
SESSION 2	Review: Speaking practice with conditional sentences. Intonation practice with words and sentences.	Teach the conditional sentence (If I *knew* her well, I *would* speak to her). Try original completions. See p. 105 and 104 of *Regents II*. Teach what stress is. Script *A-8* has suggestions. See Speak-Sheets *I-1, I-2* Read together enjoyable Christmas selections.	Substitution practice speaking conditional sentences, using "if" and "would." Practice with sentence completion. Intonation practice with words and sentences. Intonation practice with words and sentences; listening to a short story with follow-up comprehension questions about the story. Review selections of *Christmas* readings.	Tape *A-8:* Conditional Sentences Speak-Sheets *I-1, I-2*
SESSION 3	Review: Additional speaking practice with conditional sentences. Pronunciation practice with the /t/ sound.	Provide much continued practice of the conditional sentence, following the same procedures as the last session, with much student participation. *Regents II* has appropriate exercises. Script *A-9* may be helpful. See Speak-Sheet *P-15-V* for suggestions on the /t/ sound.	Continuation of *A-8* with conditional sentence completions; pronunciation drills with the /t/ sound. Short story on *Gettysburg Address* background; follow-up comprehension questions. Review model tape of *Gettysburg Address.* Students' choices of *Christmas* readings.	Tape *A-9:* Conditional Sentences The /t/ Sound Speak-Sheet *P-15-V* *Gettysburg Address* (model tape)

Week's Lessons Follow

FIFTEENTH WEEK ENRICHMENT

Emphasizing of different words
in the same sentence

THE *WAY* THAT YOU SOMETHING IS SOMETIMES MORE IMPORTANT THAN *WHAT* YOU SAY.

TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE: THAT IS EXACTLY WHAT SHE SAID.

That is exactly what she said.
That *is* exactly what she said.
That is *exactly* what she said.
That is exactly*what* she said.
That is exactly what *she* said.
That is exactly what she *said*.

NOW TRY THIS SENTENCE: HE WAS HERE A MINUTE AGO.

He was here a minute ago.
He *was* here a minute ago.
He was *here* a minute ago.
He was here a *minute* ago.
He was here a minute *ago*.

INTERPRET THIS ONE: DID YOU SMELL THAT AWFUL TAR?

Did you smell that awful tar?
Did *you* smell that awful tar?
Did you *smell* that awful tar?
Did you smell *that* awful tar?
Did you smell that *awful* tar?
Did you smell that awful *tar*?

INTERPRET THIS SENTENCE: JANE WORE THAT ORANGE MINISKIRT.

Jane wore that orange mini-skirt.
Jane *wore* that orange mini-skirts.
Jane wore *that* orange mini-skirt.
Jane wore that *orange* mini-skirt.
Jane wore that *orange* mini-skirt.
Jane wore that orange *mini*-skirt.
Jane wore that orange mini-*skirt*.

SAY THE FOLLOWING SENTENCES FIRST *LAUGHINGLY*, THEN *SADLY*, LAST, *ANGRILY*.

1. Is he going with you?
2. This is just too big.
3. What on earth did you eat?
4. He told me he was going to ski.

Here are some more conditional sentences of the type known as *past-unreal* conditions. For further practice with this type of condition, supply the correct form of the verbs in parenthesis.

1. If Henry had studied harder, he .... (pass) his examinations.
2. If I had had your telephone number, I .... (call) you.
3. If yesterday had been a holiday, we .... (go) to the beach.
4. If I had known about this last night, I .... (act) differently.
5. If he had attended class more regularly, he .... (get) a better grade.
6. If they had left earlier, they .... (catch) the train.
7. If I had been in your place, I .... (refuse) to give him the money.
8. If I had seen her, I .... (give) her your message.
9. If they had come on time, I .... (talk) with them.
10. If he had had more experience, he .... (get) the job.
11. If she had paid more attention in class, she .... (do) better on her test.
12. If they had invited me, I .... (go) with them.
13. If I had had the money, I .... (buy) that car.
14. If she had acted differently, we .... (take) her along.
15. If I had been in your position, I .... (go) with them.
16. If you had gone with us, you .... (meet) her.
17. If I had had a car last summer, I .... (drive) to California.
18. If it had not rained, we .... (go) on a picnic yesterday.
19. If you had come earlier, you .... (have) a fine dinner.
20. If she had told me the truth, I .... (be) less angry.
21. If I had known it was going to rain, I .... (take) my umbrella.
22. If we had hurried, we .... (get) there in time.

Note the (ed) endings that sound like (t)..

talk, talked
walk
lock
hop
cross
stop
dress
jump
mop
bake
touch
laugh

Listen to the following examples.

sew- sewed
call- called
love- loved

Now you give past tense of these. Use a (d) sound on the end.

live- lived
grab
please
hug
rob
raise
move
wag

These next words have an *ed* ending sound. Listen to these examples: skate- skated part- parted

skidded
painted
herd
hand
smart
pleat
crowd
land

Change the verb to the past tense: For example: John weeds the garden.
John weeded the garden.

1. Joe beds the horse down.
2. Henry raids the icebox.
3. Jane jumps rope.
4. Joan dials the telephone.
5. Snow melts in the summer.
6. Jack watches television.
7. The dog wags his tail.
8. Bob nods his head.

Practice with the *st* sound:

Which two words are opposite or similar in meaning: *most, least, pest?*

most	least	pest
first	vest	last
frost	mist	mast
beast	rust	dust
east	feast	west
toast	roast	cost
roost	wrist	nest

Dick tipped the tippet and dripped it.

Final /t/ and /d/ sound:

In the blanks at the right show whether we pronounce the final d of each word as t or as d.

1. lived
2. picked
3. jumped
4. placed
5. hurried
6. rushed
7. smoked
8. looked
9. looked
10. cooked
11. turned
12. crossed
13. entered
14. stopped
15. earned
16. knocked
17. saved
18. played
19. killed
20. showed
21. closed
22. boiled
23. finished
24. burned
25. filled
26. poured
27. excused
28. mailed
29. picked
30. liked
31. used
32. changed

33. worked
34. studied
35. talked
36. spelled
37. thanked
38. washed
39. passed
40. walked

Tag endings: Practice reading these sentences using the tag endings.

1. John left for Chicago last night, ...? (didn't he)
2. She is a very pretty girl, ...?
3. There are many students absent today, ...?
4. You wrote those letters, ...?
5. The traffic will be very heavy, ...?
6. Helen can help us, ...?
7. He has been your teacher for a long time, ...?
8. It was a good movie, ...?
9. That dog is yours, ...?
10. That bus stops on this corner, ...?

Use the following irregular verbs in a sentence. Let the students be the judge as to whether it is correctly used or not, make sure it is in past tense form.

1. bring
2. buy
3. catch
4. creep
5. deal
6. feel
7. keep
8. kneel
9. leave
10. lose
11. mean
12. sleep
13. sweep
14. teach

Practice of the (t) sound:

team
debt
tap
tip
dump
dark
name
talk
mold
fit
pine
pet
town
deep
meet

The school has a strong football team this year.
We can finish on time if we team up for the work.
The farmer should have a team of horses for the work.

The debt on the house will soon be paid off.
The interest on the debt is paid quarterly.
We should all be concerned about the national debt.

Someone tapped me on the shoulder as I passed.
The hot water tap is leaking and should be repaired.
We haven't begun to tap our natural resources.

How large a tip shall I leave for the waiter?
Can you give me a tip on the stock market?
I tipped the scales at one hundred and twenty pounds.

It grows very early these days.
This room is too dark to read lips.
You should wear dark clothes for the trip.
We shall try to back home before dark.

Who is going to talk at the meeting?
The baby is just learning to talk.
You talk so softly I cannot hear you.

NEGATIVE CONTRACTIONS WITH ALL PRONOUNS

Haven't you had enough sleep?
Haven't we enough coal for the winter?
Haven't they been here before?

Hasn't it been warm today?
Hasn't she an automobile license for this state?
Hasn't he telephoned you before?

Isn't he active for his years?
Isn't it where I put it?
Isn't she a fine looking woman?

Aren't they living on the farm?
Aren't we gay?
Aren't we becoming?

PRACTICE OF ARTICULATION

For practice of short phrases

Speak the speech,/ I pray you,/ as I pronounced it to you,/ trippingly on the tongue;/ but if you mouth it,/ as many of your players do;/ I had as lief the town-crier spoke my lines.

Hamlet, Shakespeare

******

I will buy with you,/ sell with you,/ talk with you,/ walk with you,/ and so following,/ but I will not eat with you,/ drink with you,/ nor pray with you.

The Merchant of Venice, Shakespeare

******

Studies serve for delight,/ of ornament,/ and for ability.

******

Reading maketh a full man;/ conference a ready man;/ and writing an exact man.

******

For practice of the vowels—Prolongation of sounds

Alone, alone, all, all alone,
Alone on a wide, wide, sea.

****

Blow, wind, and crack your cheeks! rage! blow!

****

Double, double, toil and trouble;
Fire burn and cauldron bubble.
Macbeth, Shakespeare

A horse! A horse! my kingdom for a horse!

****

The day is cold, and dark and dreary;
It rains, and the wind is never weary;

****

She left the web, she left the loom,
She made three paces thro' the room
She saw the helmet and the plume,
She look'd down to Camelot.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Speaking practice with conditional sentences. Pronunciation practice with the /t/ sound.	Provide much conditional practice of the conditional sentence, following the same procedures as the last session, with heavy student participation. *Regents II* has appropriate exercises. Script *A-9* may be helpful. See Speak-Sheet *P-15-V* for suggestions on the /t/ sound.	Continuation of *A-8* with conditional sentence completions; pronunciation drills with the /t/ sound; short story of *Gettysburg Address* background; follow-up comprehension questions. Review model tape of *Gettysburg*. Benet's, *Lincoln.*	Tape *A-9:* Conditional Sentences The /t/ Sound Speak-Sheet *P-15* *Gettysburg Address* (model tape) Benet's *Lincoln*
SESSION 2	Provide practice asking questions. Pronunciation practice: /pt/ /kt/ /ft/	Oral drills making questions by inverting order; review use of "did" with common irregular verbs; demonstrate use of intonation when asking questions; develop awareness of /pt/ /kt/ and /ft/ endings. Refer to Script *A-10* for suggested presentation. Speak-Sheet *S-17-V* may be helpful.	Questions through inverted order; use of *do* and *does; did* with past of common, irregular verbs; practice with /pt/ /kt/ and /ft/ endings; original question completions; use of "what," "where" and "how" questions. Review *Barbara Friechie* for independent practice. *Noonday Sun*	Tape *A-10:* Questions /kt/ /pt/ /ft/ Speak-Sheet *S-17-V* *Barbara Frietchie* *Noonday Sun*
SESSION 3	Continue providing practice asking questions. Teach the use of tag endings. Pronunciation drills with final consonants.	Continue with your methods for question practice; emphasize the importance of intonation with questions; check the learning of tag-endings; continue to develop awareness of final consonants. Script *A-11* has samplings you may find helpful.	Asking questions (cont'd.) practice with short, positive and negative answers; practice drills with short, positive and negative tag endings; answering negative questions; pronunciation practice with consonant endings; original sentences through completions. Review *Noonday Sun; Paul Revere's Ride* with independent practice.	Tape *A-11:* Asking Questions Tag Endings Pronunc. Final Conson. Speak-Sheet *S-17-V* *Paul Revere's Ride* (model tape)

Week's Lessons Follow

PAUL REVERE'S RIDE

by Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere.
On the eighteenth of April, in seventy-five;
Hardly a man is now alive
Who remembers that famous day and year,
He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good Night." and with muffled oar
Silently rowed to the Charleston shore,
Just as the moon rose over the bay,
Where swinging wide at her mooring lay
The *Somerset*, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk that was magnified
By its own reflection in the tide.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore.
For, borne on the night-wind of the Past
Through all our history to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

"NO, SIR"

"Good evening, pretty maiden, with your eyes of heaven's blue,
May I step within your garden gate and spend the time with you?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"The night is very lovely and the hour is not late,
May I look into your deep blue eyes, across this garden gate?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"Tell me one thing, tell me truly, tell me why you scorn me so;
Tell me why, when asked a question, you must always answer 'No.' "

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"My father was a Spanish merchant, and before he went to sea
He told me I must answer "No" to everything you said to me."

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"Well, when walking through your garden, plucking flowers wet with dew
Tell me, would you be offended if I walk and talk with you?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"If when walking in your garden, I should ask you to me mine
And should tell you that I love you, would you then my heart decline?"

"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

— Old English Ballad

SIXTEENTH WEEK ENRICHMENT
JUST FOR FUN

SIMILES

as sweet as sugar
as dry as a bone
as stubborn as a mule
as smart as a whip
as deaf as a stone
as straight as an arrow
as crooked as a dog's hind leg
as dry as a powder keg
as sly as a fox
as fast as a deer
as bright as a star
as ugly as sin
as blue as the sky
as deep as the ocean
as high as a mountain
as big as a box car
as tall as a tree
as brown as a nut
as gray as a November day
as red as a beet
as thick as pea soup
as green as grass
as poor as a church mouse
as rich as Croesus
as skinny as a reed
as thin as a rail
as fat as a pig
as pretty as a picture
as hot as a firecracker
a mind like a steel trap
as ugly as a witch
as brave as a bull
hands like ice
as smooth as silk
as narrow as a ribbon
as choking as dust
as dry as a desert
as dumb as a doorknob
as loud as thunder

This has been given to you as a list of examples of similes. Now, you think of as many similes as you can. Think of ones that we use in everyday speech.

January, The Story of the Month

January, the first month of the year, was named for Janus, the ancient Roman god of beginnings. Janus was also known as the "God of Gates" or "Spirit of Opening." Because of this, it was very appropriate to choose January as the first or beginning month of the year in our modern calendar.

According to legend, Numa Pompilius added January and February to the end of the ten month Roman calendar about 700 B.C. He gave the month thirty days. In 46 B.C., Julius Caesar added a day and made January the first month.

The garnet is the birthstone; the flower of the month is the snowdrop, one of the earliest flowers of the year. The first day of the month is a holiday, called New Year's Day. On January 20, every four years, the President of the United States is inaugurated.

FAMOUS BIRTHDAYS

Millard Fillmore
Benjamin Franklin
Alexander Hamilton
Stonewall Jackson
Joan of Arc
Robert E. Lee
William McKinley
Edgar Allan Poe
Paul Revere
Franklin D. Roosevelt
James Watt
Daniel Webster

GREAT EVENTS

The Emancipation Proclamation was issued in 1863.

Gold was discovered in California in 1848.

President Wilson submitted his "Fourteen Points" to Congress in 1918.

The Commonwealth of Australia was proclaimed in 1901.

CONDITIONAL SENTENCES
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1. If John studies hard, he .... (pass) his examination.
2. If I have the time tomorrow, I .... (visit) you.
3. If he doesn't hurry, we .... (miss) our train.
4. If the weather is good next week, we probably .... (go) hunting.
5. If it doesn't rain tomorrow, we .... (go) to the beach.
6. If you attend class regularly, you .... (learn) much English.
7. If they leave early enough, they .... (be) able to get tickets.
8. If Mary calls, I .... (tell) her about our change in plans.
9. If we decide to go to the beach, I .... (let) you know.
10. If it snows tonight, we .... (have) to stay at home all day tomorrow.

11. If the weather continues to be so cold, I .... (have) to buy some warmer clothing.

12. If I get a good mark on my examination, my parents .... (be) pleased.

13. If I have time, I .... (give) you a ring tomorrow.

14. If I have a car next summer, I .... (drive) to the beach every day.

15. If we have enough money, we .... (take) a trip abroad next summer.

16. If he works harder, he .... (earn) much money in that job.

17. If they get married now, they .... (have) to live with his parents.

18. If John comes before I leave, I .... (explain) everything to him.

19. If you go to bed earlier, you .... (be) less tired.

20. If you practice every day, you .... (play) the piano well.

SEASONAL MATERIAL

AFTER CHRISTMAS

The days that follow Christmas
I like the best of all,
The rushing then is over
As friends drop in to call.

Enjoy fruit cake and cookies
And cups of tea to cheer,
There's time to read the letters
The cards from far and near.

The house is gay and festive
With tree and candlelight,
The crimson decorations
A picture of delight.

The memories of Santa
Are pleasant to recall;
The days that follow Christmas
I like the best of all.

—Hilda Butler Farr

TOMORROW

Tomorrow I'm going to get a gift
(So near to Christmas, too!)
This gift is always fresh and bright
Yet it lasts a whole year through;
It's made in section, and each day
I open one, brand new.

Tomorrow I'll begin it: how
Exciting it will be!
Three hundred sixty-five the times
A fresh surprise I'll see;
Tomorrow I'm to get a gift —
A whole New Year — for me!

—Dorothy Brown Thompson

Of all the gifts that come to cheer,
The best one is a brand-new year.
Snow-wrapped and holly decked, it comes
To richest and poorest homes.
Twelve jeweled months all set with days
Of priceless opportunities.

A silver moon and golden sun,
With diamond stars when day is done,
And over all a sapphire sky,
Where pearly clouds go floating by.
Be grateful for the year that brings
So many and such precious things.

—Bertha E. Jacques

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Continue providing practice asking questions. Teach the use of tag-endings. Pronunciation drills with final consonants.	Continue with your methods for questions practice; emphasize the importance of intonation with questions; check the learning of tag-endings; continue to develop awareness of final consonants. Script *A-11* has samplings you may find helpful.	Asking questions (cont'd.); practice with short, positive and negative answers; practice drills with short, positive and negative tag endings; answering negative questions; pronunciation of final consonants; original sentences through completions. Review *Noonday Sun; Paul Revere's Ride*, with independent recording practice.	Tape *A-11:* Asking Questions Tag Endings Pronunc. Final Conson. Speak-Sheet *S-17-V* *Paul Revere's Ride* (model tape)
SESSION 2	Introduce the use of similes in conversation. Practice the use of final /sts/ and /sks/ sounds.	Teach and demonstrate the use of similes. Elicit original similes from the students; provide common verncular similies used in everyday conversation. Develop awareness of the final /sts/ and /sks/ sounds. Script *A-12* has suggestions. Consider culminating the lesson with completions of a common simile list.	Provide speaking practice with common conversational similes (as dry as a bone, as straight as an arrow); allow for original similes; prounciation drills with the final /sts/ and /sks/ in words and sentences. Review the *Arrow and The Song*, and *Barbara Frietchie* with independent recording and a model tape of *Barbara Frietchie.*	Tape *A-12:* Similes Final /sts/, /sks/ *The Arrow and The Song* *Barbara Frietchie* (model tapes)
SESSION 3	Test and Evaluate: recognition of stress; use of tag endings; final /t/ /d/ /id/ sounds; final /s/ /z/ /iz/ sounds; telling time with figures	Demonstrate stress in sentences; provide practice with the recognition of the stressed word; review tag-endings; reinforce the awareness of final /s/ /z/ /iz/; and final /t/ /d/ and /id/; provide written practice in translating time to figures (quarter past five: 5:15).	Written test evaluating the learnings in "Purposes": recognition of stress use of tag endings final /t/ /d/ /id/ endings final /s/ /z/ /iz/ sounds telling time with figures	Tape *A-13:* Test Tape #2 paper, pencils

Week's Lessons Follow

SEVENTEENTH WEEK ENRICHMENT

JUST FOR FUN

THE MODERN HIAWATHA

He killed the noble Mudjekewis.
Of the skins he made him mittens,
Made them with the fur-side inside,
Made them with the skin-side outside.
He, to get the warm skin inside
Put the inside skin-side outside;
He, to get the cold side outside,
Put the warm side fur-side inside.
That's why he put the fur-side inside,
Why he put the skin-side outside,
Why he turned them inside outside.

A WAS AN ARCHER

A was an Archer, who shot at a frog.
B was a Butcher, who had a great dog.
C was a Captain, all covered with lace.
D was a Dunce, with a very sad face.
E was an Esquire, with pride on his brow.
F was a Farmer, who followed the plough.
G was a Gamester, who had but ill luck.
H was a Hunter, who hunted a buck.
I was an Innkeeper, who loved to carouse.
J was a Joiner, who built up a house.
K was a King, so mighty and Grand.
L was a Lady who had a white hand.
M was a Miser, who hoarded his gold.
N was a Nobleman, gallant and bold.
O was an Oysterman, who went about town.
P was a Parson, who wore a black gown.
Q was a Quack, with a wonderful pill.
R was a Robber, who wanted to kill.
S was a Sailor, who spent all he got.
T was a Tinker, who mended a pot.
U was a Usurer, a miserable elf.
V was a Vintner, who drank by himself.
W was a Watchman, who guarded the door.
X was Expensive, and so became poor.
Y was a Youth, that did not love school.
Z was a Zany, a poor harmless fool.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Test and evaluate: recognition of stress; use of tag endings; final /t/ /d/ /id/ sounds; final /s/ /z/ /iz/ sounds; telling time with figures	Written test evaluating the learnings in "PURPOSES": teach and review stress teach and review tag-endings cultivate awareness of /s/ /z/ /iz/; /t/ /d/ /id/ tell time with figures demonstrate and elicit responses before testing	Review the learnings to be tested. Refer to PURPOSES. Taped lesson with written answers.	Tape *A-13:* Test Tape #2 paper, pencils
SESSION 2	Encourage participation in conversational dialogue. Review the use of "did" with common irregular verbs in the past tense.	Consider providing some model dialogue in an everyday situation; have students participate exchanging parts; emphasis should be less on memorization, more on responses in the gist of the conversation. Review common irregular verbs, changing the preterit to "did......" See *A-14*.	Presentation of two dialogue situations that require the student to assume one of the parts. Both are meant to be humorous anecdotes: *On the Bus,* and *Looking for An Apartment.* Play a Navajo excerpt from *Coyote Tales.* Use booklets.	Tape *A-14:* Dialogue: *On The Bus; Looking for Apartment* "Did" with past *Coyote Tales* (Navajo tape) booklets
SESSION 3	Encourage the use of relative clauses in conversation. Provide speaking practice pronouncing the /kl/ and final /t/ /d/ and /id/ sounds.	Demonstrate the combining of two simple sentences to make one, with the use of relative pronouns, "that" and "who." Consider oral drills with your providing the two sentences and the student combining, individual, group, or choral; review the /kl/, distinguishing it from the Navajo /ɫ/; review "ed." See *A-15*.	Practice combining two sentences into one with "that" and "who" — pattern drills subst. and analogies; short, rapid review drills with the /kl/ and /t/ /d/ and /id/ in phrase and sentences. Independent recording with *I Am An American.*	Tape *A-15:* Relative Clauses /kl/ and final "ed" *I Am An American* (model tape)

Week's Lessons Follow

EIGHTEENTH WEEK ENRICHMENT

POEMS ABOUT THE DESERT

DESERT TREASURE

This land is so forbidding,
Bleak and severe,
Blazing in the noonday,
Ashen, sere,
Shivering in starlight,
Shelterless, bare —
Only sand and cactus
Everywhere.

But here you will find solace,
Silence, peace,
Beauty bone-deep,
And spirit's release —
Treasure past price
In these sage-clad drifts,
If you open your eyes
And your heart to its gifts.

—Ethel Jacobson

IN THE DESERT

Both sunrise and sunset are a blaze of glory!
Each in its own way tells a most thrilling story
Of the Master Mind who invented it all
To fill souls with wonder and hold them in thrall.
The wonderful colors the Desert displays
Make gorgeously beautiful the nights and days;
And over it all is the wonderful peace
That settles upon one, and seems to increase
Till the Heavens above one, down to the earth's sod,
Proclaim the encompassing Presence of God!

SEASONAL MATERIAL — WINTER

WINTER'S ON THE WAY!

There's a blustery wild north wind
And a cold and grey-bright sky,
Snowmen stand straight beside each gate,
There's a pale, pale moon on high.

Who has seen the artist
Who frost paints window panes?
Whose marshmallows whirl makes white clouds swirl,
Snow crystals fall, not rain?

There's a pumpkin in the cellar,
There's a barrel of apples hiding.
A buttery drizzle makes our popcorn sizzle,
After sledding, skating, sliding!

Who paints our pale cheeks rosy,
Nips with cold our fingers . . . toes?
Who turns the trees to skeleton's knees,
Leaves the branch, but steals the rose?

Time to pack away our swim suits,
Time to wear our scarves and mittens.
A fur-lined shoe will feel good, too . . .
Furry wraps keep us warm as kittens!

For winter is on the way,
Its chill will hasten spring,
And shorter grow the days that go
Fleet as snowbirds on the wing.

Mother Earth beds down her seedlings,
Snug and warm 'neath blankets of white;
Each cloud a pillow, icy sheets 'neath the willow . . .
Nature naps through the winter night!

FALLING SNOW

The snow is beginning to fall at last,
Falling on our window glass,
A little dot, a little splash,
Coming down so very fast.

Oh, snow so fluffy and white,
On the roof tops pretty and bright,
Falling night and day,
We hope that you can stay.

Oh, little flakes of snow,
The winds will soon come and blow,
They may blow you north, south, east or west,
They will separate you from the rest.

Oh, little flakes of snow,
Where will you go?
We will never know,
Oh, little flakes of snow.

— Rodney Merrill

NOTE: This poem was written by Tommy Smith, a Navajo student at the Institute of American Indian Arts, Santa Fe, New Mexico.

All of us cannot be poets or writers but we can experiment and discover our talents. This poem is being given to you to show that IT CAN BE DONE!

In your spare time, try and see if you can write a poem — one that rhymes or one like this poem Tommy wrote. Who knows? Perhaps YOUR poem will be published in a magazine or newsletter. Good luck! — DW

DAWN

Birds pierce the stillness
 of early dawn,
Crickets chirp to
 new-coming day,
Pots and pans begin
 their clatter
Fires smoulder, hiss,
 and spark to life.
Dew, spread over grass by night,
 now trickles into thirsty soil.
Teepee shadows, long and narrow,
 paint peace signs
 in striped patterns
On the ground.
The eyes of the camp turn toward
 the warrior of the sky.
Each day He rises
 with morning sounds
and stretches out his arms
 to protect his people
 and their crops
with his almighty caring.

— Tommy Smith

THE CROCODILE

How doth the little crocodile
 Improve his shining tail,
And pour the waters of the Nile
 On every golden scale!
How cheerfully he seems to grin,
 How neatly spread his claws
And welcomes little fishes in,
 With gently smiling jaws!

ODE TO THE PIG: HIS TAIL

My tail is not impressive
 But it's elegant and neat.
In length it's not excessive —
 I can't curl it round my feet —
But it's awfully expressive,
And its weight is not excessive,
 And I *don't* think it's conceit,
 Or foolishly possessive
If I state with some agressiveness
 That it's the final master touch
That makes a pig complete.

— Walter R. Brooks

A CENTIPEDE

A centipede was happy quite,
Until a frog in fun
Said, "Pray, which leg comes
after which?"
This raised her mind to such
a pitch
She lay distracted in the ditch
Considering how to run.

A FLEA AND A FLY

A flea and a fly in a flue
Were imprisoned, so what
could they do?
Said the fly, "Let us flee,"
Said the flea, "Let us fly,"
So they flew through a flaw
in the flue.

THE GRANDILOQUENT GOAT

A very grandiloquent goat
Sat down to a gay table d'hote;
He ate all the corks
The knives and the forks
Remarking: "On these things
I dote."

Then before his repast he began,
While pausing the menu to scan,
He said: "Corn, if you please,
And tomatoes and peas,
I'd like to have served in the can.

— Carolyn Wells

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Encourage the use of relative clauses in conversation. Provide speaking practice pronouncing the /kl/ and final /t/ /d/ and /id/ sounds.	Demonstrate the combining of two simple sentences to make one, with the use of relative pronouns, "that" and "who." Consider oral drills, with your providing the two sentences and the student combining, (individual, group, or choral); review the /kl/ distinguishing it from the Navajo /l/; review "ed." See *A-15*.	Practice combining two sentences into one with "that" and "who." Rapid pattern drills with substitutions; short, rapid review drills with the /kl/ and /t/ /d/ and /id/ in phrase and sentences. Independent practice with *I Am An American.*	Tape *A-15:* Relative Clauses /kl/ and final "ed" *I Am An American* (model tape)
SESSION 2	Review: Conditional sentences Sample Dialogues Irregular verbs with "did" Final "s" sounds Tag endings	Reinforce the learnings of the skills in PURPOSES with whatever methods you found most effective in your original presentations. Script *A-16* has suggestions. The exercises should be at a more rapid pace and should elicit almost automatic responses. These are all reviewed speaking skills.	Exercises requiring tag-endings; troublesome sounds in sentences; completions of "if" and "would" conditional sentences; sample dialogue at the fruit dept.; use of "did" with the past of common irregular verbs; final "s" involving pluralization. Independent recording choice.	Tape *A-16:* Conditional Sentences; Tag Endings; Sample Dialogues; Irregular Verbs with "did"; Pronunciation Drills; Final "s" Sounds Model tape (students' choice)
SESSION 3	Practice sample meal-ordering dialogues. Review of relative clauses . Review pronounation of trouble-some sounds.	Familiarize class with a variety of cafe and restaurant meal-ordering situations. Sample menus may be helpful. Encourage confidence with common meal-ordering exchanges in conversation. Evaluate needs with troublesome sounds already practiced. Script *A-17* has suggestions.	Sample breakfast and dinner dialogues requiring participation; review of relative clauses combining two sentences with "who" or "that"; pronounciation review of troublesome sounds. Independent recording: (students' choice) Play *Little Herder in Autumn* in Navajo for an automatic English translation.	Tape *A-17:* Dialogues: Ordering Breakfast and Lunch Review of Relative Clauses Pronunciation Review *Little Herder In Autumn* (tape) and booklets

Week's Lessons Follow

NINETEENTH WEEK ENRICHMENT
FINAL /t/ and FINAL /s/

THE MONTHS

1. January brings the snow,
Makes our feet and fingers glow.

2. February brings the rain,
Thaws the frozen lake again.

3. March brings breezes loud and shrill,
Stirs the dancing daffodil.

4. April brings the primrose sweet,
Scatters daisies at our feet.

5. May brings flocks of pretty lambs,
Skipping by their fleecy dams.

6. June bring tulips, lilies, roses,
Fills the children's hands with posies.

7. Hot July brings cooling showers,
Apricots and gillyflowers.

8. August brings the sheaves of corn;
Then a harvest home is borne.

9. Warm September brings the fruit;
Sportsmen then begin to shoot.

10. Fresh October brings the pheasant;
Then to gather nuts is pleasant.

11. Dull November brings the blast;
Then the leave are whirling fast.

12. (ALL)
Chill December bring the sleet,
Blazing fire and Christmas treat.

—Sara Coleridge

THE PUDDING

SOLO: Into the basin put the plums,
ALL: Stirabout, stirabout, stirabout!
SOLO: Next the good white flour comes,
ALL: Stirabout, stirabout, stirabout!
SOLO: Sugar and peel and eggs and spice,
ALL: Stirabout, stirabout, stirabout!
SOLO: Mix them and fix them and cook them twice,
ALL: Stirabout, stirabout, stirabout!

— Anonymous

Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it.
Just the ribbon round it.

La, la, la, la, la, la, la,
Kitty Fisher found it;
La, la, la, la, la, la, la,
Just the ribbon round it.

A fat rat sat upon a mat,
A fat cat sat there too;
The mat couldn't hold both
cat and rat
So one had to move — can you
guess who?

— Audrey Heine

Put my clothes upon a chair,
Put my shoes beneath my bed,
Put my hands up for a prayer,
Be quite still until it's said,
Put my robe where I can find it,
Put! Put! Put! Put! Put! to bed!

—Agnes Curren Hamm

Hot-cross buns!
Hot-cross buns!
One a penny, two a penny,
Hot-cross buns!

Hot-cross buns!
Hot-cross buns!
If ye have no daughters,
Give them to your sons.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Practice sample meal-ordering dialogues. Review of relative clauses. Review pronunciation of troublesome sounds.	Familiarize students with a variety of cafe and restaurant meal-order situations. Sample menus may be helpful. Encourage confidence with selection and common meal-ordering exchanges in conversation. Consider evaluating progress with troublesome sounds. Script *A-17* has suggestions.	Sample breakfast and dinner dialogues requiring participation; review of relative clauses combining two sentences with "who" or "that"; pronunciation review of troublesome sounds. Independent recording: (students' choice)	Tape *A-17:* Dialogues: Ordering Breakfast and Lunch Review of Relative Clauses Pronunciation Review
SESSION 2	Dialogue practice at a sports event: basketball game	Consider sports stores for enrichment. Explain the fundamentals of basketball that will make the game more meaningful for the spectator. Introduce or reinforce any basketball vocabulary you consider helpful. Refer to *A-18* for suggestions.	Conversational situation at the basketball game where one friend explains the game to the other; students are required to take one part of the dialogue in six installments. Introduce *The Christmas Story* (St. Luke) for individual recording.	Tape *A-18:* *Dialogue at the Basketball Game* *The Christmas Story* according to St. Luke.
SESSION 3	Develop miscellaneous vocabulary: names of nationalities and their languages; family relationships and the names of relatives; comparison of common adjectives.	Explain family relationships of our culture and the nomenclature involved. Consider using an illustrated chart or chalkboard. Learn the names of the nations, their languages and what the natives are called. Teach the comparisons of common adjectives (possessive, comparative, superlative). See *A-19*.	Recognition of the names of languages and natives of several countries; practice deriving the name of the language from the name of the native and vice-versa; recognition of the English names of relatives and their blood relationship; development of an awareness of comparative degrees of adjectives. Review *Christmas Story*.	Tape *A-19:* Misc. Vocabulary: nationalities relatives compar. of adjectives *Christmas Story* *A Visit from St. Nicholas*

Week's Lessons Follow

TWENTIETH WEEK ENRICHMENT

RELATIVE CLAUSES

FILL EACH BLANK WITH *who, whom* OR *whose.*

EXAMPLES: Actresses are women *who* act in plays or movies.
The person by *whom* the play is written is called a playwright.
Shakespeare was a 16th century playwright *whose* plays are still very famous.

1. Walt Whitman was an American .... wrote poems during the 19th century.
2. Abraham Lincoln was a president .... father had been a carpenter.
3. A guest always writes a "thank-you" note to a family in .... home he has spent a night.
4. The hostess is the person to .... the "thank-you" note should be written.
5. Students .... need money often do part-time work while they are in college.
6. Students .... grades are very high often receive scholarships to help them pay for their education.
7. An orphan is a child .... parents are dead.
8. Parents are the people from .... a child learns the most.
9. The children with .... a child plays are called his playmates.
10. George Washington Carver was a famous Negro scientist .... improved methods of farming in the southern part of the United States.

RELATIVE CLAUSES

FILL EACH BLANK WITH *who* OR *which.*

EXAMPLES: George Washington was a general *who* later became the first President of
A subway is a kind of train *which* runs under the ground.

1. Abraham Lincoln was the president .... died at the end of the Civil War.
2. People .... work in an American city often live in small towns outside the city.
3. Skyscrapers are buildings .... seem to scrape the sky.
4. Detroit is a city .... is famous for making automobiles.
5. An author is a person .... writes books.
6. Something .... costs very little is cheap.
7. Americans .... live in the south pronounce English in a special way.
8. "How do you do?" is said by two people .... have just been introduced to each other.
9. People .... don't have much money to spend on food often eat in cafeterias.
10. How does the government spend the money .... it gets from taxes?

IN EACH OF THE FOLLOWING SENTENCES THERE IS A ONE-WORD MISTAKE IN FACT. THIS MISTAKE IS *ITALICIZED* CORRECT THIS MISTAKE.

1. There are *fifty-six* weeks in a year.
2. The opposite of STOUT is *fat*.
3. To board a train is to *get off* it.
4. Grass is generally *red* in color.
5. The word SLEEPY is a *noun*.
6. December is the *tenth* month of the year.
7. The opposite of LOOSE is *find*.
8. The opposite of STRAIGHT is *round*.
9. In the word WRIST the letter *r* is silent (not pronounced).
10. A triangle is a geometrical figure having *four* sides.
11. To CALL ON someone is to *telephone* him.
12. The Pacific Ocean lies *east* of the United States.
13. The sun always rises in the *west*.
14. Grapes grow on *trees*.
15. We always buy and sell eggs by the *pound*.
16. The term of office of the President of the United States is *six* years.
17. There are *thirty-nine* inches in a yard.
18. A man who is deaf cannot *see* very well.
19. A common English proverb is "A stitch in time save *eight*."
20. Columbus discovered American in *1482*.
21. The past participle of the verb TO BE is *was*
22. The past participle of the verb TO SEE is *saw*.

DIALOGUE: ORDERING DINNER. (A COUPLE ENTERS THE RESTAURANT; A WAITER COMES TO MEET THEM.) (M - MALE CUSTOMER — W - WAITER)

M. Could we have a table for two, please?
W. Yes, sir. There's a nice table right over there.
M. Thank you. May we have the menu, please?
W. Right away, sir. (pause)
W. Would you like to order dinner now, sir?
M. Yes, thank you. (pause) We'd like the fried chicken dinner for two, please.
W. What would you like to drink, sir?
M. Coffee, please.
W. Thank you, sir. (pause)

(THEY EAT; WAITER COMES BACK LATER)

W. Would you like to order dessert now, sir?
M. Yes, thank you. What desserts do you have?
W. We have banana cake, strawberry short-cake, apple pie, cherry pie and lemon cream pie.
M. We'll have strawberry short-cake, please.
W. With or without ice cream, sir?
M. Without ice cream, thank you.
W. Very well, sir.

(AFTER THE MEAL IS OVER, BEFORE THE COUPLE LEAVES THE RESTAURANT)

M. That was a very fine meal. We enjoyed it very much. Thank you.
W. Thank *you*, sir. It was a pleasure to serve you.

1. What do you have for breakfast?
2. Toast and coffee.
1. That's not enough.
2. Oh, I have other things — like eggs and juice.

PUZZLE FOR VOCABULARY BUILDING

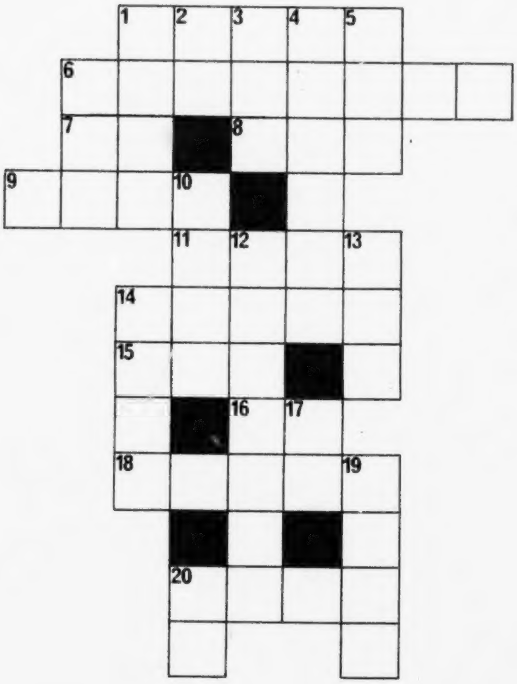
WHAT'S THE GOOD WORD?

ACROSS

1. Small particle of dust
6. People who landed on Plymouth Rock in 1620
7. Form of *a*
8. Breakfast cereal; .... meal
9. Insist; encourage an action; ask strongly
11. Face of a clock or compass
15. Dined; consumed
16. Sixth note in musical scale
18. Poetic form of beneath
20. Not doing anything

DOWN

1. Produce music with your voice
2. Abbreviation for place
3. Self
4. Man's necktie
5. Set of tools; short for kitten
6. Equal to; standard; golf term
10. Prepare for publication
12. Land where the shamrock grows
13. Dangerous substance used in making soap
14. Mends holes in socks
17. Abbreviation for atmosphere
19. Pay attention to; listen to
20. Within; inside



LANGUAGE LESSON PLANS FOR LAB II TWENTY-FIRST WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Develop miscellaneous vocabulary: names of nationalities and their languages family relationships and the names of relatives comparison of common adjectives.	Explain family relationships in our culture and the nomenclature involved. Consider using an illustrated chart or chalkboard. Learn the names of nations, and what the natives are called. Teach the comparisons of common adjectives (pos., comp., superl.). See *A-19*	Recogn. of the names of languages and natives of several countries; practice deriving the names of the languages from the names of the natives & vice-versa; recogn. of the names of relatives and their blood relationships; develop an awareness of comparative degrees of adjectives. *Boy's Prayer* (review).	*Tape A-19:* Misc. Vocab. Nationalities Relatives Comp. of Adjectives *A Boy's Prayer*
SESSION 2	Test and evaluate: 1. "did with past tense 2. final "ed" endings 3. nationalities and languages 4. family relationships	Review the past tense of common irregular verbs. Review the /t/ /d/ /id/ Review the names of nationalities and languages. Review family relationships.	Written test of four sections: past with "did" irreg. verbs "ed" endings names of natives and languages family relationships. Refer to appropriate scripts.	*Test Tape No. 3* *A-15* *A-14* *A-19*
SESSION 3	Provide speaking background of Navajo History.	Consider presenting a cursory knowledge of Navajo history: Legendary origin Bering Strait theory Relations with Army (19th century) Teach pertinent vocabulary	Participation in four dialogues describing Navajo background: origin Spanish influences raids and treaties Fort Sumner	*Tape A-21:* *Something About Navajo History* *Something About Navajo History*

Week's Lessons Follow

A BOY'S PRAYER

Anonymous

O God, on this day which is called the birthday of my country, I come to Thee with joy and thankfulness in my heart. I thank Thee for the courage and patience and faith which have been the possession of the real builders of my nation ever since the first explorers touched her shores. Help me to know that such qualities will always be greater than selfishness and greed and love of power.

I thank Thee that I live in a land where knowledge is counted as a good thing and schools are free to all. May I be an intelligent citizen not only when I am grown to manhood but now as well.

O God, Creator of all beauty, Thou hast made this country very beautiful! Far beyond imposing buildings and the ingenious inventions and conveniences which men have contrived do I prize steep mountains for my feet to climb, running streams to loiter beside, pine-carpeted forests in which dwell beasts and birds in their freedom. Help me to live near the things which Thou hast made.

And because I am so proud of my country and her possibilities, because I am so thrilled to be a part of it all, may I realize that other boys in other countries have the same feelings. All the world is Thine, O Heavenly Father, and Thou wouldst have us all be brothers. Let not pride of race or place of birth have room in my heart today, but let me in thought clasp hands with all boys the world around.

May I thus celebrate in truth my country's birthday.

Amen.

TWENTY-FIRST WEEK ENRICHMENT

FEBRUARY — THE STORY OF THE MONTH

FEBRUARY is the second and the shortest month of the year. It is named from an old Roman word, Februarius, meaning to purify because in this month the people were purified for religious festivals which followed throughout the year.

February was not included as a month when Romulus made the first Roman calendar year. Februaris, as the Romans called the month, was added later by Numa Pompilius. He made it the twelfth month of the year. It was not placed after January until hundreds of years later.

February usually has twenty-eight days. Every fourth year, or leap year, it has one extra day. February had thirty days until the time of Julius Caesar, who took one day off to add to the month of July, which was named after him. The emperor Augustus took another day off to add to August, the month named after him.

FAMOUS BIRTHDAYS

Victor Herbert
Charles Dickens
Thomas A. Edison
Galileo
Horace Greeley
William H. Harrison
Charles Lamb
Abraham Lincoln
Henry Wadsworth Longfellow
James Russell Lowell
Felix Mendelssohn
George Washington

GREAT EVENTS

Florida was ceded by Spain to the United States in 1819.
The Washington Monument was dedicated in 1885.
The American warship, "Maine" was blown up in Havana Harbor in 1898.
U. S. stormed Iwo Jima in 1945.

SEASONAL MATERIAL — FEBRUARY

GROUND-HOG DAY

February second
Is Ground-Hog Day,
A day to be reckoned with,
People say;
For if on that day
Mr. Ground Hog sees
His shadow at all
We're bound to freeze
For six more weeks,
Till spring appears,
And the good old warmth
Of summer nears.

— Solveig Paulson Russell

GROUND-HOG DAY

Up from his hole with eyes half-shut
A furry ground hog came.
He squinted to the north and east,
And to the west and south, the same.
He sniffed the cold air frolicking
That made his mustache quiver,
And forced his eyes to open wide,
And made his middle shiver.
He looked into the gray-cloud sky
For any sign of the sun;
He looked around for shadows,
But he didn't see a one.
And so he shook his ground-hog self,
And warmed himself with springing,
And turning "summersaults," and such,
And clapping paws and singing.
And this is what he sang about:
"Heigh-ho and happy days!
Though very few can guess it now,
Spring's surely on its way!"

— Solveig Paulson Russell

WASHINGTON

As long as there is a February
We will ask,
"How many men could have
Accomplished the task
Of bringing a country
To complete unity
Governing a people, and yet
Leaving them free?"
And the answer will always,
Ever be ONE:
The soldier, the statesman —
George Washington.

— Lillie D. Chaffin

WASHINGTON

What can we say of Washington?
That he was great and gracious,
A gallant and a hardy soul,
Spirited, sagacious.
What can we say of Washington,
Gentleman and farmer?
That he loved his land and loved his God,
And honor was his armor.
Soldier, statesman, champion, friend
Of freedom, right, and justice,
He won a war and the presidency
And he married Martha Curtis.
What can we say of Washington?
That in victory's shining hour
The people clamored to make him king,
Be he craved no fame or power.
He doffed his sword, his robes of state
(But never his spotless armor),
And he packed his bags, Mt. Vernon bound,
A gentlemen and farmer.

— Ethel Jacobson

GEORGE WASHINGTON

W ashington, so staunch and brave,
A s a leader always gave:
S elf without a thought of cost;
H ope when freedom's cause seemed lost.
I dolized by soldiers, friends he
N ever worked for his own ends.
G allant leader, man of God,
T ireless tiller of the sod, he
O beyed duty, country's call —
N ow he is revered by all.

— Don Marshall

GEORGE WASHINGTON

George Washington, George Washington,
A soldier true and great;
He fought to make our country free,
His birth we celebrate.

GEORGE WASHINGTON

George Washington, the father of our country,
A brave and very honest man was he,
It's said he told the truth when people asked him
If he cut down his father's cherry tree.
He led his men when they went into battle,
And kept their spirits up when they were sad,
His love for liberty and freedom made him
Among the strongest presidents we've had.

— Helen M. Webster

LINCOLN SPOKE

He sat on a log at noontime.
He heard the sound of a bird.
His thoughts took form within him.
He spoke
And a forest heard.
He stood in the halls of justice
That the cause of right might be served.
He reasoned with homespun humor.
He spoke
And his neighbors heard.
From the pinnacle of high office,
Appearing uncouth and absurd,
He bitterly fought injustice
He spoke
And a nation heard.
He rose on a field of battle
To say a few solemn words.
His great heart torn within him,
He spoke
And mankind heard.

— Hazel M. Thomson

LINCOLN, MARTYRED PRESIDENT

Lincoln was a lonely soul,
  As the great are apt to be,
But his heart was stout as a hickory bole
  And his faith as deep as the sea.
Lincoln was a troubled soul,
  For the times were torn with strife,
Yet to keep our precious Union whole
  Was the great goal of his life.
Lincoln was a merry man,
  For he well knew laughter's part —
A welcome, healing balm that can
  Relieve the burdened heart.
For Lincoln was a tragic man
  Who knew hate's ugly force,
While he strove prayerfully to plan
  The nation's rightful course.
That nation stands intact today,
  So well he held the reins —
Lincoln, who settled a bloody fray,
  And was martyred for his pains.

— Ethel Jacobson

CHORAL READING

ABRAHAM LINCOLN

Lila Vanden Berg

Light Voices: Lincoln a boy —
Solo: An ordinary boy —
All: He lived in a poor home.
Solo: A motherless boy,
All: He loved his new mother well.
Solo: A hardworking boy,
All: He was a champion rail-splitter.
Solo: An unschooled boy,
He borrowed books to read.

Medium Voices: Lincoln a man —
Solo: A kind man —
All: He would help everyone in need.
Solo: An honest man,
All: He repaid when he overcharged.
Solo: A self-educated man,
All: He trained himself for law.
Solo: A humorous man,
All: He told jokes on himself.
Solo: A gentleman,
All: He would go out of his way to do good.

Heavy Voices: Lincoln a stateman —
Solo: A true statesman
All: He loved his nation dearly.
Solo: A wise statesman,
All: He guided it through war.
Solo: A sincere statesman,
All: He sought freedom for all.
Solo: A forgiving statesman,
All: He was charitable to the defeated enemy.
Solo: A martyred statesman,
He had served his country well.

All: Lincoln
Light: The boy,
Medium: The man,
Heavy: The statesman,
All: Understood by few,
Loved by many,
Honored by all!

VALENTINE LOVE

It's fun to cut out valentines,
And send them on their way.
Because each one I make, you see,
Has something sweet to say.
I put, "I love you dearly,"
On the one that goes to Mother.
And, "From your loving sister,"
On the one I give to Brother.
And Father gets a pretty one,
With lots of words of love,
And my teachers and my playmates,
All the ones I'm thinking of.

— Enola Chamberlin

A VALENTINE

A valentine's a token,
More than it shows;
More than doves on silver wings,
Or flowers, or satin bows;
More than color—red and white.
Or gold, and blue.
From me to you.

— Solveig P. Russell

TO YOU

King Winter made a Valentine
To set your heart aglow —
A pretty thing of frosty lace
With crystals in a row.
Then Spring slipped in through icy trees,
Though chilled from head to toe,
And left her special Valentine —
A crocus in the snow.

VALENTINES, VALENTINES . . .

An armful of valentines,
A lapful of valentines
    With rosebuds and ribbons
    And little pink hearts;
A bushelful of valentines,
A barrowful of valentines
    With lace paper scallops
    And shiny gold darts . . .
For family and friends,
    For classmates by dozens,
For Teacher, the paper boy
    And all my aunts and cousins,
And one for the postman
    Who puts them in his sack
To take to all the houses . . .
    And bring me others back!

— Ethel Jacobson

POEMS ABOUT THE NAVAJO

IT IS NOT!

The Navajo Reservation a lonesome place?
It is not!
The skies are sunny,
Clear blue,
Or gray with rain.
Each day is gay
In nature's way.
It is not a lonsome at all.

A Navajo home shabby and small?
It is not!
Inside there's love,
Good laughter,
And big talk.
But best . . .
It's home
With an open door
And room for all.

A castle could have no more.

WOULDN'T YOU?

Little Chee, and his brother, Tso,
To their grandma Heda Bah's
Love to go.

She hasn't any cake
And she hasn't any cookies
Like your grandma makes.

But boiling on the camp-fire,
Is a pot of mutton stew!
    Oh, how I'd love to have some!
    Wouldn't you?

Heda Bah's table is a smoothed-off spot
On the bare level ground for the cooking-pot.
At Heda Bah's table you eat like a mouse,
For there's not a single dish in Heda Bah's house!
But a bent tortilla will make a spoon or two.
    I'd just love to try it!
    Wouldn't you?

And when the meal is over
There is not a dish to do!

    I'd rather be an Indian . . .
    Wouldn't you?

PUZZLE:

The answer to each puzzle is a word. Try to guess them and spell them correctly.

1. A pal + a boat ....
2. A fowl + berry ....
3. A weapon + a fine dust ....
4. Chicken + a home ....
5. Small mountain + a toy ....
6. A house + ill ....
7. Drinking vessel + piece of lumber ....
8. Woman's clothing + manufacturer ....
9. Flame + a limb ....
10. Warning in golf + part of body ....
11. Automobile + tame animal ....
12. A color + piece of lumber ....
13. Milk product + drinking vessel ....
14. Jam + sea animal ....
15. Cow + meat ....
16. Labor + male ....
17. Place to sleep + cover ....
18. Frozen rain + cereal ....
19. To make clean + container ....
20. What we eat on + what we eat soup with ....
21. Opposite of in + policeman ....
22. Home + opposite of husband ....
23. To be nice + opposite of women ....
24. Opposite of under + opposite of night ....
25. Opposite of night + opposite of fix ....
26. What trains run on + road ....
27. Top of the body + hurt ....
28. Fight + boat ....
29. Opposite of front + dirt ....
30. Entrance way + ring ....

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking background of Navajo history.	Consider presenting a cursory knowledge of Navajo history: legendary origin Bering Strait theory Relations with Army (19th century) pertinent vocabulary	Participation in four dialogues describing Navajo background: origin Spanish influences raids and treaties Fort Sumner	Tape *A-21:* *Something About Navajo History* *Something About Navajo History*
SESSION 2	Continue with presentation of speaking background of Navajo (post Fort Sumner) History.	Consider providing background for a discussion of: release from Fort Sumner distribution of sheep grazing problems with gov't. World War II service defense work during war	Participation of class in four sets of dialogues describing Navajo background: review of origin and Athabascan relationship return from Sumner and first school at Defiance grazing problems and sheep distribution World War II service and defense work	Tape *A-22:* *More About Navajo History* *An Introduction to the Navajo,* Vogt and Kluckholm *Here Come the Navajo,* Underhill
SESSION 3	Review: Provide speaking practice using nominative, possessive, and objective personal pronouns. Provide question-answer situations involving possessives. Provide "th" and "final s" pronunciation drills.	The lab session would be more meaningful after sample patterns involving the personal pronouns have been demonstrated and practiced. Script *B-4* has suggested exercises. Consider rapid written quizzes that require one word pronoun substitutions in response to teacher dictation.	Pattern practice in the use of nom., poss., obj. pronouns; substitution drills with pronouns for nouns in sentences; the *th* and final *s* in sentences. Individual recordings of student's choice. *23rd Psalm*	Tape *B-4-V:* Rev. Pers. Pronouns Substit. Drills *th* and "*final s*" *23rd Psalm* (model tape) (student's choice)

Week's Lessons Follow

The Lord Is My Shepherd The Bible: *Psalm 23*

The Lord is my shepherd;
I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul.

He leadeth me in the paths of righteousness
For His name's sake.
Yea, though I walk through the valley of
the shadow of death;
I will fear no evil;
For Thou art with me;
Thy rod and Thy staff,
They comfort me.

Thou preparest a table before me
In the presence of my enemies;
Thou anointest my head with oil;
My cup runneth over.

Surely goodness and mercy shall follow me
All the days of my life;
And I will dwell in the house of the Lord
Forever. Amen.

TWENTY-SECOND WEEK ENRICHMENT
NAVAJO HISTORY

Long ago a young Navajo prayed for the things he valued most in life. How do his values compare with yours today?

NAVAJO PRAYER
Anonymous

Lord of the Mountain,
Reared within the Mountain,
Young man, Chieftain,
Hear a young man's prayer.

Hear a prayer for cleanness,
Keeper of the strong rain
Drumming on the mountain,
Lord of the small rain
That restores the earth in newness,
Keeper of the clean rain,
Hear a prayer for wholeness.

Young man, Chieftain,
Hear a prayer for fleetness,
Keeper of the deer's way,
Reared among the eagles,
Clear my feet of slothness.

Keeper of the paths of men,
Hear a prayer for straightness,
Hear a prayer for courage.
Lord of the thin peaks,
Reared among the thunders,
Keeper of the headlands
Holding up the harvest,
Keeper of the strong rocks,
Hear a prayer for staunchness.

Young man, Chieftain,
Spirit of the Mountain.

UNDERSTANDING THE POEM

1. For what qualities is the young Navajo praying?
2. By what titles does the Navajo address the Lord of the Mountain?
3. What is contributed to the total effect by the form and rhythm of the lines? by the dignified language?

NAVAJO DATELINES

EVENTS IN NAVAJO HISTORY — TAKEN FROM THE NAVAJO TIMES, JANUARY 26, 1967.

1754 — The Navajos lived on mesa tops and other locations to defend themselves from the Utes.

1766 — This trouble with the Utes continued and the Navajos welcomed the Spanish coming in.

1773 — Utes invaded Navajo country.

1775 — A period when Navajos and Utes banded together with the plan to destroy a Hopi settlement.

1792 — Navajos again banded together with the Utes against the Comanches.

1804 — Navajos and Utes began fighting each other again.

1818 — Navajos and Utes banded together against the Spaniards.

1828 — Navajos did not band together with the Utes against the Spaniards because they (the Navajos) wanted to keep the peace.

1841 — Navajos and Utes began fighting each other again. This ended in 1863 with the Carson campaign which sent the Navajos to Fort Sumner.

1841 — Occasional war continued between the Navajos and the Utes.

1845 — Chief Narbona and three Navajo warriors went to Santa Fe to see the Comandante General. They told him the Utes had sent them to talk about peace between the Utes and the Spaniards.

1852 — The Navajos and Utes again went to war because of two killings.

1855 — A peace treaty was signed between the Utes and Spaniards. Some Navajos were present at the treaty signing. The Navajos and Utes were then at peace with each other.

1856 — (September) Peace between the Navajos and Utes continued until this date when a Navajo war party attacked some Capote Utes.

1856 — (with a brief break from December, 1858 to August, 1859) War continued between the Navajos and the Utes.

1862 — (Same as 1856)

1863 — Navajo exile to Fort Sumner — the Carson campaign.

1864 — Utes overran the country abandoned by the Navajos.

1865 — Utes attacked Chief Manuelito's band and took much of his stock.

1866 — Major Pfeiffer advised the Utes to make peace with the Navajos. The Utes did not and many Navajos, including the wounded Manuelito, surrendered to the military.

1868 — (June 1) The Navajos returned to a portion of their homeland. The Utes continued to raid them occasionally until a peace treaty between the two tribes was signed on November 30, 1868.

LANGUAGE LESSON PLANS **FOR LAB II** **TWENTY-THIRD WEEK**

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Provide speaking practice using nominative, possessive and objective personal pronouns. Provide question-answer situations involving possessives. Provide *th* and final "s" pronunciation drills.	The lab sessions would be more meaningful after samplings of personal pronouns have been demonstrated and practiced; Script *B-4* has suggested exercises. *Regents I* and *II* have several exercises.	Pattern practice in the use of nominative, possessive, objective pronouns in substitution drills; pronunciation with the *th* and final "s" in sentences. Individual recordings of student choice. *23rd Psalm*	Tape *B-4-V:* Review Personal Pronoun Substitution Drills *th* and Final "s" *23rd Psalm* *Regents I* and *II*
SESSION 2	Review: Speaking practice with conditional sentences. Intonation practice with words and sentences.	Teach the conditional: *If* I knew her well, I *would* speak to her. Consider demonstrating samplings, then familiarize the patterns with original completions. Demonstrate stress with syllables, words, and sentences. Teach what stress is. Script *A-8* has suggestions. See *Regents II*, pp. 102-108.	Substitution practice speaking conditional sentences, using "if" and "would." Practice with sentence completion. Intonation practice with words and sentences; listening to a short story with follow-up comprehension questions about the story. Review *Noonday Sun* and *Abraham Lincoln* (Benet) with recording.	Tape *A-8:* Conditional Sentences *Noonday Sun* *Abraham Lincoln* (Benet) *Regents II*
SESSION 3	Review: Additional speaking practice with conditional sentences.	Provide much reinforcement of conditional sentences, following the same procedure as the last session, with much student participation. Script *A-9* may be helpful. *Regents II*, p. 125, has review exercise. See Speak-Sheet *P-15-V* for suggestions on the /t/ sound.	Continuation of *A-8* with conditional sentence completions; pronunciation drills with the /t/ sound. Short story on *Gettysburg Address* background; follow-up comprehension questions. Review recitation of the *Gettysburg Address* with independent recording.	Tape *A-9:* Conditional Sentences The /t/ sound Speak-Sheet *P-15-V* *Gettysburg Address* *Regents II*

Week's Lessons Follow

THE NAVAJO RUG

Like pieces of fallen cloud, the sheep are scattered on the hillside.
In the summer's hot wind and the winter's cold, the woman herds them.
To the hills in the day, to the coral at night,
To fresh grass and water she herds them.
The rug begins in Strength.

A storm drapes itself around the mountain. The sheep are restless. They scatter.
The woman tries to gather them. She cannot.
She kneels in the dust of the land to pray. The sheep came together.
To the rug is added Faith.

The sheep are sheared. The wool stands in fat bags against the hogan wall.
Now the carding begins. Short, quick strokes. Fibers straight. Dirt combed out.
Now the spinning begins. Turning, turning, turning, turning of the spindle
While knowing fingers pull the wool into a strong, straight thread.
Now the washing begins; now the dying begins.
Into the rug goes Patience.

The rug grows slowly on the loom.
Its design, unwritten, has gathered itself in the mind of one
Who has long looked out upon the land
And seen its ever-changing colors and patterns.
The rug is woven in Beauty.

The way to the trading post is long.
And when the woman gets there, what will she buy?
Lengths of sateen and velvet that shine like shimering jewels on the shelf?
New dishes, a cooking pot—hers is so old.
No. This and this and—yes—this for her children.
And this and this for her man.
For herself, not a thing.
The rug is finished in Love.

The woman is gone. You come to buy. The price is too much?
No, my friend. Not for this rug. Not for what is in it.
All that the woman is, is in this rug.
All she thinks, all she believes, all her skills, all she dreams of and hopes for....
Have been woven into one in this rug.
And for all this, the price is never too much. Because you see, my friend,
The rug is the Woman.

——Barbara J. Warren

THE RAIL-SPLITTER

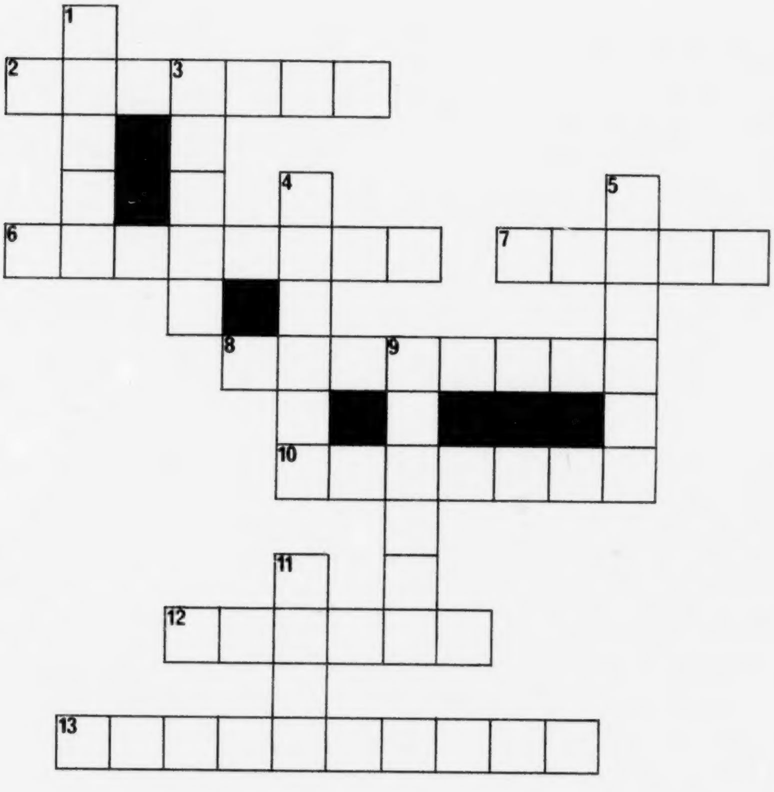
Crossword Puzzle

DOWN

1. He was the .... War President.
3. Log house in which he was born.
4. His nickname was .... Abe.
5. His line of work.
9. His birthday is February ....
11. His wife's first name.

ACROSS

2. Sixteenth President.
6. While a young man, he lived in ....
7. A little girl thought he should grow one.
8. His native state.
10. Building in which he was shot.
12. He freed them.
13. Site of his most famous speech.



VOWEL REVIEW — LONG VOWELSPRACTICE WORDS:

A

mate
hate
sate
make
space
lake
cape
rate
ration
sage
rage
age
rage
mace
page
nation
parade
invade

E

bee
Easter
feel
me
leave
deed
peace
redeem
spree
demon
seeks
queen
meeting
teetering
ceaseless
dreaming
leaflet
believe

I

aye
type
by
die
spice
isle
resign
high
write
rhyme
ratify
spite
buy
design
mine
delight
dine
sign

O

owe
oak
know
slow
beau
so
foe
no
sew
dough
boat
road
yeoman
home
dome
Rome
alone
gnome

U

use
Butte
muse
huge
fuse
cupid
dilute
music
salute
commute
stupid
ruse
pure
mural
accurate
cure
demure
insurance

PRACTICE:

"Oh, say say can you see by the dawn's earylight?"

VOWEL REVIEW — SHORT VOWELS

Pat, pat, pat, pat —
I am the vowel in pat.
I laugh, I clap, I dance, I clang,
I scram, because I'm even in slang.

Pet, pet, pet pet —
I am the vowel in pet.
You'll find me in any, penny and tell
And ever present in words like bell.

Pit, pit, pit, pit —
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Look, look, look, look —
I am the vowel in look.
You could, if you would, find me in pull;
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock —
I am the vowel in lock.
I'm the body, in hop; I'm in bob, I'm in spot;
I should be in lobby, but often I'm not.

Luck, luck, luck, luck —
I am the vowel in luck.
I'm in crush, and in puff, I'm in but, and in rough;
I'm in love, cup and dove; and that is enough.

—Agnes Curren Hamm

Practice this sentence. It has the short vowel sounds in it.

Fat Ed is not up.

Other practice sentences for vowels (front, mid, back):
FRONT — Lee will let fair Ann pass.
MID — Blurring the sun.
BACK — Who could obey all honest fathers?

TWO WRENS

Two wrens there were upon a tree:
Whistle and I'll come to thee;
Another came, and there were three:
Whistle and I'll come to thee;
Another came, and there were four.
You needn't whistle any more,
And there are none to show you.
For, being frightened, off they flew.

—Mother Goose

FOR PRACTICE OF ð

THE NORTH WIND

The north wind doth blow,
And we shall have snow,
And what will the robin do then,
Poor thing?

He'll sit in the barn
And keep himself warm,
And hide his head under his wing,
Poor thing!

—Mother Goose

ABRAHAM LINCOLN (1809-1865)

Rosemary & Stephen Benet

Lincoln was a long man.
He liked out of doors.
He liked the wind blowing
And the talk in country store.

He liked telling stories,
He liked telling jokes.
"Abe's quite a character,"
Said quite a lot of folks.

Lots of folks in Springfield
Saw him every day,
Walking down the street
In his gaunt, long way.

Shawl around his shoulders,
Letters in his hat.
"That's Abe Lincoln."
They thought no more than that.

Knew that he was honest,
Guessed that he was odd,
Knew he had a cross wife
Though she was a Todd.

Knew he had three little boys
Who liked to shout and play,
Knew he had a lot of debts
It took him years to pay.

Knew his clothes and knew his house.
"That's his office, here.
Blame good lawyer, on the whole,
Though he's sort of queer."

"Sure he went to Congress, once,
But he didn't stay.
Can't expect us all to be
Smart as Henry Clay."

"Need a man for troubled times?
Well, I guess we do.
Wonder who we'll ever find?
Yes—I wonder who."

That is how they met and talked,
Knowing and unknowing.
Lincoln was the green pine.
Lincoln kept on growing.

THE HOUSE THAT JACK BUILT

This is the house that Jack built.

This is the malt
That lay in the house
that Jack built.

This is the rat
That ate the malt
That lay in the house
that Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

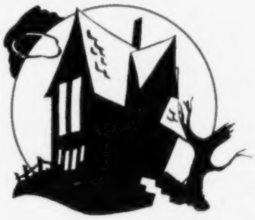
This is the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.
This is the priest
all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the cock
that crowed in the morn,
That waked the priest
all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

This is the farmer
sowing the corn,
That kept the cock
that crowed in the morn,
That waked the priest
all shaven and shorn,
That married the man
all tattered and torn
That kissed the maiden
all forlorn,
That milked the cow
with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house
that Jack built.

—Mother Goose



TWENTY-THIRD WEEK ENRICHMENT
VOICELESS 'TH'

COLUMN I —	COLUMN II — /t/
thank	tank
path	pat
thick	tick
thin	tin
death	debt
bath	bat
forth	fort
both	boat
broth	brought
wrath	rat

COLUMN I —	COLUMN II — /s/
thing	sing
think	sink
mouth	mouse
myth	miss
thumb	sum
thimble	symbol
thank	sank
path	pass
thick	sick
thin	sin
bath	bass
thought	sought

COLUMN I —	COLUMN II — /s/	COLUMN III — /t/
thank	sank	tank
forth	force	fort
thin	sin	tin
bath	bass	bat
math	mass	mat
path	pass	pat
thick	sick	tick
myth	miss	mitt
faith	face	fate

IN DIFFERENT POSITIONS IN WORDS:

BEGINNING	END	MIDDLE
thank	bath	nothing
theater	mouth	method
thirteen	length	faithful
thirsty	cloth	anything
thirty	death	arithmetic

PRONUNCIATION OF IN PHRASES. BE CAREFUL!

1. through thick and thin
2. healthy, wealthy and wise
3. the fourth of the month
4. a truthful thought
5. the thunder of the earthquake

PRONUNCIATION OF IN SENTENCES:

1. He had a theory that the theft took place in the cathedral.
2. I thought the path ran north and south, but something was wrong.
3. The bathtub is on the fourth floor in room thirteen.

4. He cut his thumb for the third time on the thorns.
5. I think you should do something about your toothache.

PRONUNCIATION OF θ WHILE CONCENTRATING ON MEANING: Listen and repeat:

1. He took a bath.
2. He opened his mouth.
3. He thinks he's hungry.
4. He doesn't have anything here.
5. He's a faithful servant.
6. He's the fourth one.
7. He hurt his thumb.
8. He had a birthday last week.
9. He went toward the north country.
10. He was thirsty by early afternoon.

PRONUNCIATION OF θ , /s/, and /t/. READ THESE SENTENCES AND BE SURE TO DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. The path over the pass was cold and damp.
2. He didn't think the ship would sink so soon.
3. The rolling mill produced a special quality of thin tin.
4. The two sailors were both sitting in the boat.
5. The burning tank sank at once in the deep water.
6. She became sick from tick bites in the thick African jungle.
7. There wasn't a thing to sing about.
8. The mouse had a peculiar mouth.
9. The settlers lost their fourth fort to the Indians.
10. We thought they sought gold in the hills.

CONDITIONAL SENTENCES

FILL EACH BLANK WITH THE CORRECT FORM OF THE VERB IN PARENTHESIS.

EXAMPLE: (to talk) If English-speaking people talked more slowly, we could understand them better..

1. (to speak) If we .... English perfectly, we would not be in this class.
2. (to know) If children .... as much as their parents, they would not be in school.
3. (to brush) If every child .... his teeth every day, dentists would not be very busy.
4. (to drink) If your little brother .... more milk, he would probably be healthier.
5. (to pay) If nobody .... time, governments would not have enough money.
6. (to drive) If everyone .... his car more carefully, there would be fewer accidents.

7. (to spend) If every country .... more money on education, the world would be a better place to live in.
8. (to be) If I .... you, I certainly wouldn't write that letter.
9. (to have) If I .... $5,000, I could travel around the world.
10. (to be) If all of the people in the world .... perfect, we wouldn't need policemen.

EXAMPLE: (to study) If Tom *had studie*d more last week, he would have passed that test.

1. (to go) If you .... to that party last Saturday, you would have enjoyed it.
2. (to see) If Sally .... you there, she would have spoken to you.
3. (to look) If you .... under your desk yesterday, you would have found your pen there.
4. (to hear) If the teacher .... your question, he would have answered it.
5. (to ask) If you .... me that question, I would have been glad to anwer it.
6. (to tell) If Tom .... me that he needed money, I would have given him some.
7. (to put) If you .... an airmail stamp on that letter, it would have gone faster.
8. (to listen) If they ....to me, they wouldn't have made that mistake.
9. (to visit) If you .... the United States one hundred years ago; you would have found life very different there.
10. (to be) If there .... any important news in that letter, I wouldn't have thrown it away.

INTONATION PRACTICE

SUBSTITUTION DRILLS

1. What's your nationality? Are you	American Spanish French Japanese Congolese	?

2. What	part of the world geographical area of the world place in the world kind of climate	do you come from?

3. I'm	an American by birth. a naturalized American. a native Australian.	What's your nationality?

4. I was born in Spain, but
   - I'm a citizen of France.
   - I grew up in South America.
   - my father was from Korea.
   - I don't have Spanish citizenship.
   - I have retained Burmese citizenship.

5. Do you know what the population of
   - Japan
   - the U.S.
   - the Philippines
   - Indonesia
   - Thailand

   is?

6. What's the area of Congo in
   - square miles
   - square meters
   - hectares
   - acres of land

   ?

7. Who's the
   - governor
   - head
   - mayor
   - president
   - chief of state
   - leader

   of this
   - state
   - government
   - city
   - republic
   - nation
   - political party

   ?

8. According to the latest census, our population has
   - increased
   - decreased
   - remained the same
   - declined

9.
   - Politically
   - Geographically
   - Culturally
   - Industrially

   , the county is divided into
   - fifty states.
   - ten regions
   - two sections
   - three major areas

DIPHTHONG CONTRASTS — DIALOGUES

PRACTICE THESE DIALOGUES . WATCH YOUR *INTONATION.*

I. MILDRED AND PETER

MILDRED: What do you want to eat for dinner, Peter?
PETER: Do we have any fish in the freezer, Mildred?
MILDRED: We finished the fish last week, but we have roast beef tonight.
PETER: The roast sounds delicious. When will we eat dinner?
MILDRED: We'll eat between six and six-thirty, but I'll need some help.
PETER: I'll peel three potatos, wash the string beans, and make the iced coffee.

II. CUSTOMER AND CLERK

CUSTOMER: Give me a loaf of bread, a half-dozen eggs, and some raspberry jam.

CLERK: Yes, Ma'am. Do you need any fresh fruit or vegetables? We have some nice lettuce, carrots, tangerines, and lemons.

CUSTOMER: How much is the lettuce? Are you sure it's fresh?

CLERK: Yes, it's very fresh and only ten cents a head.

CUSTOMER: I'll take a head of lettuce, two pounds of tangerines, and seven lemons.

CLERK: May I help you with anything else?

CUSTOMER: I don't think so. How much will that be?

CLERK: A dollar seventy-five, please.

CUSTOMER: Here you are.

CLERK: Thank you very much, and come again.

VALENTINE'S DAY

VALENTINE SURPRISE

Off to the store ran Jane
To buy her mother a Valentine.
It couldn't be too fancy or plain,
Or have the usual saying, "Be mine."

All of the stores were searched,
But nothing could be found.
So Jane went home and thought
Until a good idea came 'round.

She got out needles and thread,
And decorating tape.
When the sewing got underway
The gift began to take shape.

The package had violets and pretty ribbon,
And cutouts of Cupid's darts.
Mother opened it, and to her surprise,
It was a great big lacy heart.

— Linda Ramball

VALENTINE VILLAGE

If you've ever thought about hearts so red,
Or candy spread out on a table,
Then you must have thought of Valentine Village
Though most people think it's only a fable.

There're Valentine people
And Valentine dogs,
Valentine houses
Made of Valentine logs.

There're Valentine churches,
And Valentine bills.
Valentine hot dogs,
And Valentine pills.

There's a Valentine store,
And a Valentine "Doc,"
A Valentine kitten,
And a Valentine cook.

So if ever you're thinking of hearts so red,
Or candy spread out on a table,
Be sure to think of Valentine Village
Even if it is a fable.

—Elizabeth Hoyt

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Speaking practice with conditional sentences. Intonation practice with words and sentences.	Teach the conditional: *If* I knew her well, I *would* speak to her. Consider demonstrating samplings, then familiarize the patterns with original completions. Demonstrate stress with syllables, words and sentences. Teach what stress is; Script *A-8* has suggestions. See *Regents II*, pp. 102, 108.	Substitution practice speaking conditional sentences, using "if" and "would." Practice with sentence completion. Intonation practice with words and sentences; listening to a short story with follow-up comprehension questions about the story. Review *Noonday Sun* and *Abraham Lincoln* (Benet) with recording.	Tape *A-8:* Conditional Sentences The /t/ sound *Noonday Sun* *Abraham Lincoln* (Benet) *Regents II*
SESSION 2	Review: Additional speaking practice with conditional sentences.	Provide much reinforcement of conditional sentences, following the same procedure as the last session, with much student participation. Script *A-9* may be helpful. *Regents II*, page 125 has review exercises. See Speak-Sheet *P-15-V* for suggestions on the /t/ sound.	Continuation of *A-8* with conditional sentence completions; pronunciation drills with the /t/ sound. Short story on *Gettysburg Address* background; follow-up comprehension questions. Review recitation of the *Gettysburg Address* with independent recording.	Tape *A-9:* Conditional Sentences The /t/ sound Speak-Sheet *P-15-V* *Gettysburg Address* *Regents II* (model tape: *G.A.*)
SESSION 3	Evaluation: Administration of oral and written tests for screening: interview; listening discrimination; grammatical structures; pronunciation; free expression; tense concepts; written expression; reading	Administer *Test Tape 8910-W* with tape-recorder and overhead projector. Use *Form 8910-W* for student test answer sheets and *Tape Script 8910-W* for preview to administering. Teacher readiness is important for proper sequence of the 15 transparencies to be viewed in order at 8-second intervals.	Administration of *Test Tape 8910-O* for screening of spoken English ability. Use series of 15 pictures and *Form 8910-O Reading Excerpt* in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5″ tape. See Script *8910-O*.	*Test Tape 8910-W* *Test Tape 8910-O* *Form 8910-W* *Answer Sheets* *8910-O Readings* 15 Transparencies *8910-W, O,* scripts Tape recorder Overhead projector

Week's Lessons Follow

Change each of these sentences into a sentence with IF and NOT.

EXAMPLE: Mr. Bell's car hit a taxi last night because he was driving too fast.

Mr. Bell's car would not have hit a taxi last night if he had not been driving too fast.

1. He was driving too fast because he needed to get home quickly.
2. He needed to get home quickly because his family was in danger.
3. His family was in danger because his house was on fire.
4. His house was on fire because there were many cans of paint in his basement?
5. There were many cans of paint in his basement because he was planning to paint his kitchen.
6. He was planning to paint his kitchen himself because he didn't have enough money to pay someone else high wages for painting it.
7. The fire started because the cans of paint were too near the furnace.
8. His car hit that taxi because he wasn't driving carefully.
9. He wasn't driving carefully because he was worrying about the fire.
10. He will have to go to court next Wednesday because his car hit that taxi last night.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	*Title I*—Evaluation Administration of oral and written tests for screening: interview; listening discrimination; grammatical strutcures; pronunciation; free expression; tense concepts; written expression; reading	Administer *Test Tape 8910-W* with tape-recorder and overhead projector. Use Form *8910-W* for student test answer sheets and *Tape Script 8910-W* for preview to administering. Teacher readiness is important for proper sequence of the 15 transparencies to be viewed in order at 8-second intervals.	Administration of *Test Tape 8910-O* for screening of spoken English ability. Use series of 15 pictures and Form *8910-O Reading Excerpt*. Have one *Reading Excerpt* in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5" tape. Script *8910-O*.	*Test Tape 8910-W* *Test Tape 8910-O* *Form 8910-W* *Answer Sheets* *8910-O, Readings* 15 Transparencies 8910-W, O scripts Tape recorder Overhead projector
SESSION 2	Provide practice asking questions. Pronunciation practice: /pt/ /kt/ /ft/	Oral and/or written drills making questions by inverting order; review use of "did" with common irregular verbs; demonstrate use of intonation when asking questions. Develop awareness of /pt/ /kt/ and /ft/ endings. Refer to Script *A-10* for suggested presentation. Speak-Sheet *S-17-V* may be helpful.	Questions through inverted order; use of "do" and "does"; "did" with past of common irregular verbs; practice with /pt/ /kt/ and /ft/ endings; original question completions; use of "what," "where" and "how" questions. Review *Barbara Frietchie* for independent practice.	Tape *A-10:* Questions /kt/ /pt/ /ft/ Speak-sheet *S-17-V* *Barbara Frietchie* Model tape of *Barbara Frietchie*
SESSION 3	Continue providing practice asking questions. Teach the use of tag endings. Pronunciation drills with final consonants.	Continue with whatever methods you find most effective providing question practice; tag endings lend themselves to written drills when students just write the tag endings (easily corrected. Develop awareness of final consonant sounds. Script *A-11* has samplings you may find helpful.	Asking questions (continued). Practice with short positive and negative answers; practice with short positive and negative tag endings; answering negative questions; pronunciation practice with consonant endings; original sentences through completios. Review *Paul Revere's Ride* with independent practice.	Tape *A-11:* Asking Questions Tag Endings Pronunciation: Final Consonants Model tape of *Paul Revere's Ride*

Week's Lessons Follow

ASKING QUESTIONS

FROM: Allen & Allen: *Review Exercises For EFL,* T. Y. Crowell Co., N. Y.

READ each statement. Then ask two questions based on the statement. (The first words of the questions are below the statement.)

> EXAMPLES: Mr. and Mrs. Benson and their three children live on Yale Street.
> Where *do Mr. and Mrs. Benson and their three children live?*
> On what street *do Mr. and Mrs. Benson and their three children live?*
> They would like a new house because this old one is too far from Mr. Benson's office.
> What *would they like?*
> Why would they like a new house?

1. Mr. Benson works in a newspaper office.

   Where ....? In what kind of office ....?

2. The two oldest children leave the house at 8:30 in the morning because they have to go to school.

   At what time ....? Why ....?

3. The youngest stays home with his mother because he's too young to go to school.

   Where ....? Why ....?

4. Barbara Benson goes to the Independenceville Elementary School.

   Where ....? To what school ....?

5. Paul Benson sometimes goes to school by bus because his high school is far from his home.

   How ....? Why ....?

6. Little Kenny Benson plays with the neighbors' children for an hour or two each morning.

   With whom ....? For how long ....?

7. Mrs. Benson takes Kenny with her when she goes to the store.

   Whom ....? When ....?

8. Mrs. Benson buys fish at the Seaview Market every Friday.

   Where ....? On what day ....?

9. She usually takes her metal grocery cart with her when she goes shopping because the packages are too heavy to carry in her arms.

   What ....? Why ....?

10. Kenny ran away from his mother in the grocery store last week and he broke three bottles of pickles all over the floor.

    When .... grocery store? How many .... break?

ASKING QUESTIONS

Kenny Benson asks questions all day. His mother tries to answer his questions because she knows that children learn by asking. Look at each of Mrs. Benson's answers, and guess the questions that Kenny asked. (Some of the words in the questions are already there.)

EXAMPLE: KENNY: "Where does milk come from?"
MRS. B.: "Milk comes from cows."

1. Kenny: "Where .... from?"
Mrs. B.: "Rain comes from clouds."
2. Kenny: "What .... made of?"
Mrs. B.: "Your ball is made of rubber."
3. Kenny: "Where ....?"
Mrs. B.: "Birds sleep in trees."
4. Kenny: "Why ....?"
Mrs. B.: "People can't fly because they don't have wings."
5. Kenny: "Why .... dark here at night?"
Mrs. B.: "It's dark here at night because the sun is shining on the other side of the world."
6. Kenny: "What ....?"
Mrs. B.: "*Hush* means 'Be quiet.' "
7. Kenny: "Why .... glasses?"
Mrs. B.: "Daddy wears glasses because they help him see better."
8. Kenny: "When .... Daddy?"
Mrs. B.: "I married Daddy a long time ago."
9. Kenny: "Why ....?"
Mrs. B.: "Children have to go to bed early in order to stay healthy and strong."
10. Kenny: "What ....?"
Mrs. B.: "I don't know what giraffes eat. Ask your father."

ASKING QUESTIONS

Read each statement. Complete each question based on the statement, and answer it.

Examples: Ed Hudson played tennis at the Wildwood Club yesterday afternoon.

Where did Ed Hudson play tennis yesterday afternoon?	He played tennis at the Wildwood Club then.
When did Ed Hudson play tennis at the Wildwood Club?	He played tennis there yesterday afternoon.

1. Ed usually plays tennis with Joe Curley on Wednesdays and Fridays.

   With whom ....? On what days ....?

2. Joe's father's drugstore is on the corner of Main Street and Noble Avenue.

   Where ....? On which corner ....?

3. Mr. Curley's drugstore was on Middle Street ten or twelve years ago.

   Where ....? When ....?

4. People often eat sandwiches and ice cream in American drugstores.

   What ....? Where ....?

5. People often go to a drugstore when they are hungry or thirsty.

   Where ....? When ....?

6. Ed and Joe went to Mr. Curley's drugstore because they were thirsty after their tennis game.

   Where ....? Why ....?

7. Ed asked for a chocolate ice cream soda.

   What ....? What kind of ice cream soda ....?

8. The two tennis players felt very hot and tired after their game.

   How ....? When ....?

9. While they were drinking their sodas, they discussed the game.

   When ....? What ....?

10. After they had finished their sodas, they went to Ed's house by bus.

    Where ....? How ....?

ASKING QUESTIONS

Read each statement. Complete each question based on the statement. Then answer the question, using a short answer.

Examples: Ed and Joe played tennis yesterday.

Who played tennis yesterday? Ed and Joe did.
What did Ed and Joe play? They played tennis.

1. Ed and Joe drank sodas after the game.

   Who ....? What ....?

2. Ed often eats sandwiches in drugstores.

   Who ....? What ....?

3. Joe likes ice cream very much.

   Who ....? What ....?

4. Mr. Curley sells toothbrushes, toothpaste, and soap.
Who ....? What ....?

5. Mrs. Curley sometimes helps Mr. Curley in the drugsstore.
Who ....? Whom ....?

6. Mrs. Curley was a teacher before she was married.
Who ....? What ....?

7. Mr. Curley works in the drugstore six or seven days a week.
Who ....? How many days a week ....?

8. A man who owns a drugstore can't have many vacations.
Who ....? What ....?

9. Mrs. Curley wants to take a long trip with Mr. Curley some day.
Who ....? What kind of trip ....?

10. Mr. Curley doesn't want to go because he thinks he shouldn't leave the store.
Who ....? Why ....?

ASKING QUESTIONS

Make questions based on these statements. Each question should begin with *HOW*. Answer each question.

Example: English teachers usually speak clearly.
How do English teachers usually speak?
They usually speak clearly.

1. Tom's uncle sang beautifully last Sunday.
2. Cats walk very quietly.
3. Farm children often go to school by bus.
4. A baseball player hits the ball with a bat.
5. Some people learn foreign languages by listening to the radio.
6. The worst student in our class still spells dinner with only one "n."
7. They clean these blackboards with a soft cloth every evening.
8. People should always write *stopped* with a double "p."
9. Ed and Joe shook hands very cordially after their tennis game.
10. Ed felt very tired after playing tennis all afternoon.

THE WIND

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like Ladies' skirts across the grass,
O wind, a blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a blowing all day long,
O wind, that sings so loud a song!

—Robert Louis Stevenson

WHO HAS SEEN THE WIND?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.

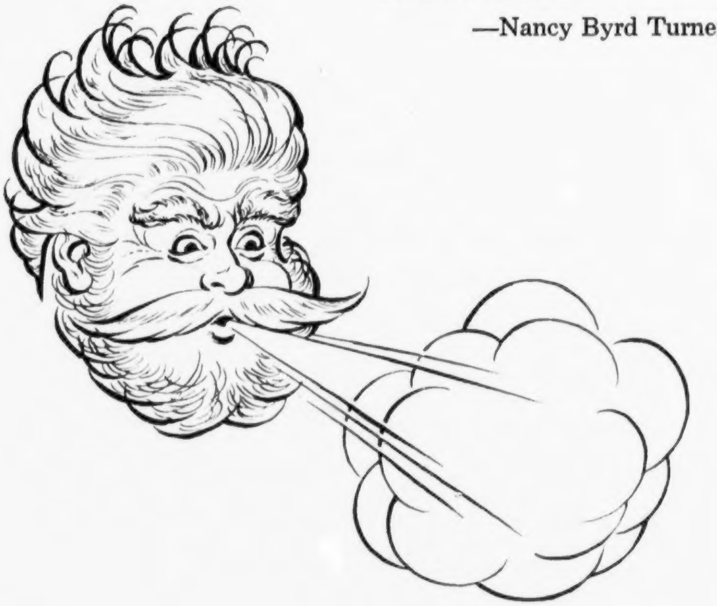
Who has seen the wind?
Neither you nor I;
But when the trees
Bow down their heads,
The wind is passing by.

—Christina Rossetti

WIND CAPERS

The wind is out with a leap and a twirl,
Prancing, prancing,
The aspen tree is like a girl,
Dancing, dancing.
The maple tree upon the hill,
She cannot keep her ruffles still.
The swallows blow along the sky,
Glancing, glancing,
O wind, O wind, you tricky elf,
Behave yourself!

—Nancy Byrd Turner



	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Continue providing practice asking questions. Teach the use of tag endings. Pronunciation drills with final consonants.	Continue with whatever methods you find most effective providing question practice; tag endings lend themselves to written drills when students write the tag endings (easily corrected). Develop awareness of final consonant sounds. Script *A-11* has samplings you may find helpful.	Asking questions (continued). Practice with short positive and negative answers; short positive and negative questions; pronounciation practice with consonant endings; original sentences through completions. Review *Old Log House.* Introduce *The Arrow and the Song.*	Tape *A-11:* Asking Questions Tag Endings Pronunciation: Final Consonants Speak-Sheet *S-17-V* *Old Log House* *The Arrow and the Song*
SESSION 2	Introduce the use of similes in conversation. Practice the use of final /sts/ and /sks/ sounds.	Teach and demonstrate the use of similes. Elicit similes from the students; provide common vernacular similes used in everyday conversation. Develop awareness of the final /sts/ and /sks/ sounds. Script *A-2* has suggestions. Consider reinforcing the lesson with completions of a common list (written).	Provide speaking practice with common conversational similes (as dry as a bone, as straight as an arrow); allow for original similes. Pronunciation drills with the final /sts/ and /sks/ in words and sentences. Review *The Arrow and the Song* and *Barbara Frietchie* with independent recording and a model tape of *Barbara Frietchie.*	Tape *A-12:* Similes Final /sts/ and /sks/ *The Arrow and the Song* *Barbara Frietchie* (model tape)
SESSION 3	Test and evaluate: recognition of stress; use of tag endings; final /t/ /d/ and /id/ sounds; final /s/ /z/ and /iz/ sounds; telling time with figures.	Demonstrate stress in sentences; provide practice with the recognition of the stressed word; review tag endings; reinforce the awareness of final /s/ /z/ and /iz/ and final /t/ /d/ and /id/; provide written practice in translating time to figures (quarter past five - 5:15).	Written test evaluating the learnings in "Purposes"; recognition of stress; use of tag endings; final /t/ /d/ /id/ endings; final /s/ /z/ /iz/ sounds. Telling time with figures.	Tape *A-13:* *Test Tape #2* paper, pencils

Week's Lessons Follow

FROM: Allen and Allen: *Review Exercises fo*r EFL, T. Y. Crowell Co., N. Y.

TWENTY-SIXTH WEEK ENRICHMENT
TAG ENDINGS

ADD TAG ENDINGS:

EXAMPLE: It was raining when you left your house this morning, *wasn't it?*

1. People shouldn't be late unless it's really necessary, ...?
2. People always hope that things will be better soon, ...?
3. People don't usually eat their dessert before they have finished eating their meat and vegetables, ...?
4. Parents believe that their children should be both clever and good, ...?
5. In the United States, bus travel doesn't cost as much as train travel, ...?
6. The movie that we saw last week was quite interesting, ...?
7. Let's listen to the radio program that the teacher mentioned, ...?
8. You won't be angry if I suggest something, ...?
9. Tom has been writing letters all afternoon, but he should be finished by now, ...?
10. You haven't forgotten what the teacher asked us to do for homework, ...?

EXAMPLE: Let's ask the teacher what that words means, *shall we?*

1. Let's ask Mrs. Hudson if we can help her in any way, ...?
2. Last night Mrs. Hudson made some sandwiches for her children to take to school today, ...?
3. Mr. Hudson is waiting for his son to help him cut the grass, ...?
4. He washed his car before he went to his office yesterday, ...?
5. Because there are few servants in the United States, children must help their parents with the housework, ...?
6. This cake that Tom's sister made is really delicious, ...?
7. When Tom's mother wasn't feeling well last night, Tom washed the supper dishes, ...?
8. American boys and girls often study together while they are in high school, ...?
9. Jim Cox has invited Sally Thompson to go to a movie with him next Saturday, ...?
10. Sally won't forget to come before midnight if her parents tell her to, ...?

TAG ENDINGS

1. He was leaving, wasn't he?
2. They weren't coming, were they?
3. The men could answer, couldn't they?
4. The dish isn't broken, is it?
5. He might leave, mightn't he?
6. She isn't coming, is she?
7. Mary will tell him, won't she?
8. The men haven't gone, have they?
9. The boy won, didn't he?
10. The girls like him, don't they?
11. This is a very windy day, isn't it?
12. John doesn't like fudge, does he?
13. You aren't using your tape recorder, are you?
14. You took the file to Mr. DeNunzio, didn't you?
15. You will tell him goodbye for me, won't you?
16. Mary left her homework in the dormitory, didn't she?

FROM: Allen and Allen, *Review Exercises in EFL*, T. Y. Crowell Co., N. Y.

PRESENT, PAST AND FUTURE TENSES

Fill each blank with the appropriate form of the verb *to have*. (The time is *present* unless some other time is mentioned.)

EXAMPLE: Sally Thompson *has* red hair.

1. Sally and her brother .... many friends in New York City.
2. One of their friends .... a new car.
3. Sally isn't very well just now; she .... a cold for two or three days.
4. Arizona is a state which .... a very dry climate.
5. Most of the eastern states .... many rainy days each year.
6. We usually .... an English test at least once a month.
7. We .... a different teacher last Thursday because our regular teacher was sick.
8. We .... visitors in our class three times since the beginning of the school year.
9. I .... three mistakes on my paper yesterday.

Fill in each blank with the appropriate form of the verb *to do*.

Some people *do* their homework in the afternoon; other people .... their homework at night. My brother always .... his homework from 6:30 to 9:00 p.m. now, so he .... his homework for tommorrow right now.

Last night I .... something very foolish. I .... three exercises that I .... once before. Because I'm a rather careless person, I often .... foolish things like that. What can I .... about being so careless?

My two sister aren't studying just now; they .... something else. They .... their homework a few hours ago, so their work is already fniished.

FROM: Allen and Allen, *Review Exercises in EFL*, T. Y. Crowell Co., N. Y.

PAST, PRESENT AND FUTURE TENSE

Fill each blank with the appropriate form of the verb *to be*.

EXAMPLE: There were no letters for me last week, but perhaps there *will be* some mail for me next week.

1. Today .... February 3rd; a week frim today .... February 10th.
2. Yesterday .... Monday; the day after tomorrow .... Thursday.
3. There .... no school next Wednesday, and there .... a holiday last Wednesday, too.
4. You .... on time yesterday morning, but two of your classmates .... late.
5. Tom and I .... not in class yesterday afternoon; we .... at the dentist's then.
6. There .... only fifteen students in my class when I .... in the third grade.
7. This town .... much smaller when my grandparents .... young.
8. Once upon a time there .... three brothers who .... very strong and brave.
9. In those days, there .... a cruel king whose prisons .... always full.
10. This story .... very popular among children years ago, and it .... still popular with children today.

Fill each blank with the appropriate form of the verb *to be*.

There *was* a meeting of the Parent-Teacher Association at our school last night. There .... many people at the meeting. There .... another meeting tomorrow afternoon. Our teacher .... at the meeting yesterday evening, and he .... at the meeting tomorrow, too; but he .... not in school right now. He .... at home now because there .... an accident in front of his house last night. Three people .... in the hospital now because of that accident, and there .... no glass in our teacher's front windows for the same reason. The people who .... in that accident last night will drive their cars more carefully from now on.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Participation in conversational dialogue. Review the use of "did" with common irregular verbs in the past tense.	Consider providing model dialogue in an everyday situation, then having student speak one of the parts while you or another student speaks the other; emphasis should not be on memorization, but rather on remembering the list of exchanges. Review common irregular verbs, changing the preterit to "did." See *A-14*.	Presentation of two dialogue situations that require the student to assume one of the parts. Both are meant to be humorous anecdotes: *On the Bus* and *Looking for An Apartment.* Practice with the past of common irregular verbs using "did." For recording: *Typical American.*	Tape *A-14:* Dialogue: *On the Bus, Looking for an Apartment* "Did" with the past *Typical American*
SESSION 2	Review: reflexive pronouns tag endings interrogative sentences negative sentences present, past, future pronunciation	Review all of the grammatical structures in PURPOSES using whatever procedures you find most effective. Every student should have a *spoken* mastery of every phrase. Script *A-23* may be helpful.	Pattern drill practice with substitution and transformation exercises to reinforce all of the grammatical structures mentioned in PURPOSES. Record: *Open Range* and *I Am An American.*	Tape *A-23:* Review of Grammar *Open Range* *I Am An American*
SESSION 3	Review: conditional sentences sample dialogue irregular verbs with "did" final "s" sounds tag endings	Reinforce the learnings of the skills in PURPOSES with whatever methods you found most effective in your original presentations. Script *A-16* has suggestions. The exercises are review and should be at a rapid pace to elicit almost automatic responses.	Exercises requiring tag endings; troublesome sounds in sentences; completion of "if" and "would" conditional sentences; sample dialogue at the fruit dept.; use of "did" with the past of common irregular verbs; final "s" involving pluralization. *Kennedy's Inaugural*	Tape *A-16:* (as in PURPOSES) *Kennedy's Inaugural*

Week's Lessons Follow

M.- Tape A-23

REVIEW OF GRAMMAR:

REFLEXIVE PRONOUNS; TAG ENDINGS; INTERROGATIVE SENTENCES; NEGATIVE SENTENCES; PRESENT, PAST, FUTURE; PRONUNCIATION

M. Listen:

F. I will do it.	M. I will do it myself.
F. Helen will conduct the meeting.	M. Helen will conduct the meeting herself.
F. He said that he could meet us.	M. He said that he could meet us himself.

M. Now, follow the example. You provide the reflexive pronoun.

F. I will do it. ....

F. Helen will conduct the meeting. ....

F. He said that he could meet us. ....

F. They will deliver the merchandise. ....

F. We will wait for you. ....

M. The President came to the meeting. ....

M. Miss Smith will speak to us. ....

M. The chairman will sign the agreement. ....

M. John wrote to me. ....

M. Mary will take care of that. ....

F. You must speak to him. ....

F. We have to do it. ....

M. Let's continue; listen:

F. John lives alone.	M. John lives by himself.
F. She likes to study alone.	M. She likes to study by herself.
F. I went to the movie alone.	M. I went to the movie by myself.

M. Now, you follow the example:

F. John lives alone. ....

F. She likes to study alone. ....

F. I went to the movie alone. ....

F. Do you like to go to the movie alone? ....

F. He likes to walk alone after dinner. ....

M. My aunt lives alone. ....

M. He works alone in a small office. ....

M. She prefers to work alone. ....

M. I don't like to eat alone. ....

F. I don't think he can do that alone. ....

F. The boys study alone and the girls study alone. ....

F. He wrote the entire book alone. ....

M. Now, change to plural, for example, listen:

F. I'll do it myself. M. We'll do it ourselves.

F. The boy will help you himself. M. The boys will help you themselves.

F. He hurt himself when he fell. M. They hurt themselves when they fell.

M. Now, you change to plural:

F. I'll do it myself. ....

F. The boy will help you himself. ....

F. He hurt himself when he fell. ....

F. You, yourself, will have to do the work. ....

M. The child dresses himself every morning. ....

M. I have to do this work by myself. ....

M. I enjoyed myself at the party last night. ....

M. She has made herself very popular with the students. ....

M. The teacher has lunch in a separate room by himself. ....

M. The woman looked at herself in the mirror. ....

F. Tag endings, review; listen:

M. Mr. Smith has left for Chicago. F. hasn't he?

M. You've seen that movie. F. haven't you?

M. Helen has finished her lunch. F. hasn't she?

F. Now, you provide the tag ending:

M. Mr. Smith has left for Chicago, ... F. hasn't he?

M. You've seen that movie, ... F. haven't you?

M. Helen has finished her lunch, ... F. hasn't she?

M. You've been to Albuquerque, ... F. haven't you?

M. John has had his exam, ... F. hasn't he?

F. The boys have already left the gym, ... M. heven't they?

F. They learn a lot in that class, ... M. didn't they?

F. Ruth has made good progress in English, ... M. hasn't she?

F. Your uncle lives in California, ... M. doesn't he?

F. Interrogative, review; listen:

M.	He has found his book.	F.	Has he found his book?
M.	I have spoken to him about it.	F.	Have you spoken to him about it?
M.	They've lost their way.	F.	Have they lost their way?

F. Now, follow the example. Change to questions:

M. He has found his book. ....
M. I have spoken to him about it. ....
M. They've lost their way. ....
M. I have often visited them. ....
M. He has been here many times. ....
F. She has been to class twice. ....
F. I have read it. ....
F. He has gone out. ....
F. She has left the building. ....
M. He has seen it. ....
M. He's told us about it. ....
M. They have gone to Phoenix. ....

F. Listen:

M. America was discovered in 1492. F. (when)
M. When was America discovered?

M. The house was destroyed by fire. F. (how)
M. How was the house destroyed?

M. The work will be completed next month. F. (when)
M. When will the work be completed?

F. Now, change to a question and begin with the word you are given at the end of the sentence:

M. American was discovered in 1492. .... F. (when)
M. The house was destroyed by fire. .... F. (how)
M. The work will be completed next month. .... F. (when)
M. The child was finally found on the playground. .... F. (where)
F. The tree was planted by my father. .... M. (by whom)
F. The book will be ready next month. .... M. (when)
F. The mail is delivered at ten. .... M. (what time)
F. He was injured in an automobile accident. .... M. (in what kind of accident)

M. The house was built in 1945. .... F. (in what year)

M. The money was stolen by one of the employees. .... F. (by whom)

M. Past, present, future, review; listen:

F. John is walking to the post office.
M. past: F. John walked to the post office.
M. future: F. John will walk to the post office.

F. My dad will build our home.
M. present: F. My dad is building our home.
M. past: F. My dad built our home.

F. Grace was at the party.
M. future: F. Grace will be at the party.
M. present: F. Grace is at the party.

M. Now, you follow the example. Put the sentence in the past, present or future, as you are directed.

F. John is walking to the post office.
M. past .... M. future ....
F. My dad will build our home.
M. present .... M. past ....
F. Grace was at the party.
M. future .... M. present ....
F. I am reading a history assignment.
M. future .... M. past ....
M. They will be waiting for us at the movie.
M. past .... M. present ....
M. He will take notes at the meeting.
M. future .... M. present ....
M. We won the ball game.
M. present .... M. future ....
M. He delivers the mail.
M. future .... M. past ....
F. They have to send this.
M. future .... M. past ....
F. He was preparing that material.
M. past .... M. present ....

F. Pronunciation review: Listen and repeat:

M. In Flanders Fields the poppies blow. ....

M. In the presence of my enemies ....

M. And his musket moulds in his hands ....

M. He clapped his hands and the thunders rolled ....

M. It is rather for us to be dedicated to the great task remaining before us ....

F. Help me to live near the things that thou has made ....

F. Where they hid themselves in winter ....

F. To the gull's way and the whale's way ....

F. There are pioneer souls that blaze their paths where highways never ran ....

F. Thanks, thanks to thee my worthy friend ....

M. Learned their names and all their secrets ....

M. His family, his friends, even complete strangers ....

F. And ever the stars above look down ....

F. On thy stars below in Frederick Town ....

M. This ends the lesson.

OPEN RANGE

Kathryn and Byron Jackson

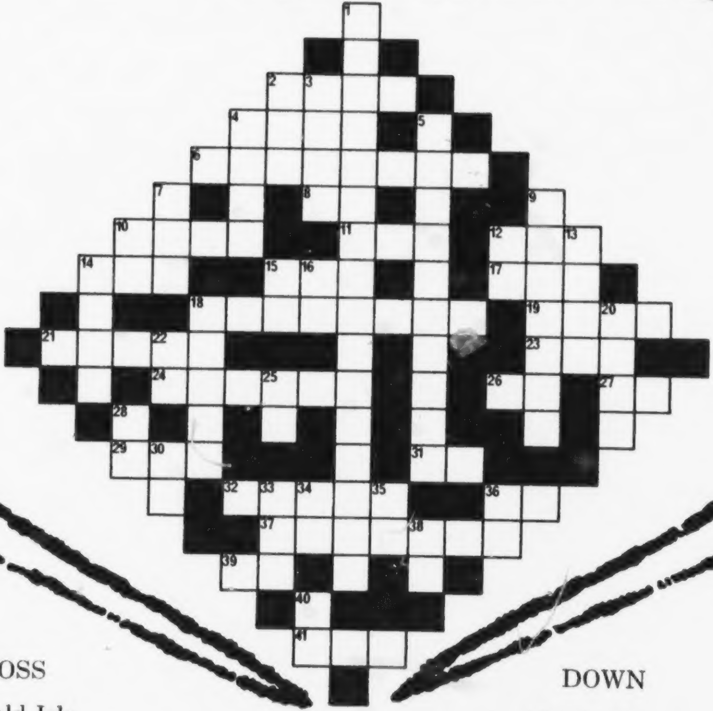
Prairie goes to the mountain,
Mountain goes to the sky.
The sky sweeps across to the distant hills
And here, in the middle
Am I.

Hills crowd down to the river,
Rivers run by the tree.
Tree throws its shadow on sunburnt grass
And here, in the shadow,
Is me.

Shadows creep up the mountain,
Mountain goes black on the sky,
The sky bursts out with a million stars
And here, by the campfire,
Am I.

MARCH of the IRISH

— CROSSWORD PUZZLE



ACROSS

2. The Emerald Isle
4. Unpleasant sensation
6. Once the national crop of Ireland
8. Long-playing (abbr.)
10. A popular fuel of the "Ould Sod"
11. Lighter than ....
12. Kettle on the ....
14. Estimate (abbr.)
15. Short for Patrick
17. Ring of a building
18. Floral emblem of the Irish
19. "................ of the Irish"
21. "Wearin' of the ...."
23. Snakelike fish
24. Language of the Irish
26. Myself
27. You and me
29. Anger
31. Negative
32. Nickname for an Irishman
35. Public notice (abbr.)
37. Irish potatoes (in Irish dialect)
39. Near
41. Avenue (abbr.)

DOWN

1. March 17
2. To partake of food
3. Coin of Iran
4. To place (as guards)
5. One of the "little people"
7. Fisherman's tool
9. Pretty Irish miss
10. Postscript (abbr.)
12. Pronoun
13. Color
14. Another name for Ireland
15. Father
16. He is, I ....
18. In Ireland you'll find nary a one
20. Shillelagh
22. For example (abbr.)
25. Seventh note of the scale
28. Third note of the scale
30. Also a scale note
33. Apartment (abbr.)
34. Doctor (abbr.)
35. Yours truly (initials)
36. While
38. Pronoun
40. Public address system

TYPICAL AMERICAN

Nicholas Murray Butler
(1862-1947)

The typical American is he who, whether rich or poor, whether dwelling in the North, South, East or West, whether scholar, professional man, merchant, manufacturer, farmer or skilled worker for wages, lives the life of a good citizen and a good neighbor; who believes loyally and with all his heart in his country's institutions, and in the underlying principles on which these institutions are built; who directs both hs private and his public life by sound principles; who cherishes high ideals; and who aims to train his children for a useful life and for their country's service.

FROM: Allen and Allen, *Review Exercises for EFL*, T. Y. Crowell, N. Y.

CHANGING POSITIVE SENTENCES TO NEGATIVE

These statements are untrue. Make them true by changing the verbs to the negative.

EXAMPLE: Most people swim when the weather is very cold.

Most people don't swim when the weather is very cold.

1. Water boils when it is on a cold stove.
2. People shut windows when they feel warm.
3. Southern countries usually have a very cold climate.
4. When a person is tired, he usually wants to work.
5. When there is an examination, the worst students usually get high marks.
6. It's easy to have a conversation while children are making noise in the same room.
7. Airmail stamps are cheaper than regular stamps.
8. Most people who live in the United States speak Spanish.
9. A football player hits the ball with a stick.
10. Students would like to go to school seven days a week.

SOME of these sentences are foolish or untrue. Change the verb to the negative if the sentence is untrue. Otherwise, just copy the sentence without making any changes.

EXAMPLE:	Please be late for school.	*Please don't be late for school.*
	Every week has seven days.	*Every week has seven days.*

1. Please be angry.
2. Small children should play with knives.
3. Always write your sentences carefully.
4. Let's go to the movies until we have finished studying.
5. People are proud of their mistakes.
6. One should be polite to visitors.
7. There are thirty-four hours in every day.
8. Let's open the windows, because I feel cold.
9. I studied English when I was nine months old.
10. On sunny days, most people wear raincoats.

FROM: Allen and Allen, *Review Exercises for EFL,* T. Y. Crowell, N. Y.

REFLEXIVE PRONOUNS

Fill each blank with the appropriate word (a word with *-self* or *-selves*).

EXAMPLE: Our friends are from New York, but we *ourselves* aren't.

1. Tom's brother was studying when we arrived, but Tom .... wasn't.
2. Tom, did someone draw that picture for you, or did you draw it ....?
3. Mrs. Hudson has no servant, so she has to do the housework ....
4. I had to ask Tom to write that letter for me because I couldn't write it ....
5. My little sister is only three years old, but she already dresses ....
6. No one else can learn a language for us; we must learn it ....
7. Careless people often make trouble for others, and also for ....
8. Ladies, let us move those chairs for you; you can't move them ....
9. Some people talk most of the time; they even talk to ....
10. We'll have to ask someone to carry our trunks for us; we can't carry them ....

EXAMPLE: That question was not very polite, so Tom stopped *himself* before he finished asking it.

1. Did someone write that composition for you, Jane, or did you write it ....?
2. Can you reach that book on the top shelf for me? I can't reach it ....
3. It's easy for us to laugh at other people; it's not so easy to laugh at ....
4. Small babies are too young to feed ....
5. There is no -s on the adjective that comes before that noun, but there is on -s on the noun ....
6. When I telephoned to Dr. Rider, the doctor answered the telephone ....
7. The author of that book is not famous, but the book .... is.
8. Nobody washed the boys' clothes for them; they washed their clothes ....
9. My mother likes to sew; she makes all her clothes ....
10. Whenever we make a foolish mistake, we feel ashamed of ....

SEASONAL MATERIAL FOR READING

THE WIND

Today the wind is just a breeze
That blows the branches of the trees,
And makes a humming sound.
But yesterday,
Oh, what a sight!
The wind sure did put up a fight.

—Jaymes Glenn

STIRRING

In the park today,
Listening, listening.
Only the wind,
Howling, howling.
Not a voice, not a word,
Listening, listening.

—Sharon Vardamis

RIDING THE SKY

Box kites bob
On the bouncing breeze.
Long-tailed skinners
Sail over the trees.
Fish kites swim
Blue oceans of air,
And butterflies flit
With gay wings aflare.

String up and fling up
And run with your kite!
Catch wind and snatch wind
Till it carries just right!
Free string and loose string—
Let it soar free and far!
Let it dance, see it prance
Like at high twinkling star!

—Barbara Bates

SEASONAL MATERIAL—SAINT PATRICK

SAINT PATRICK (about 389-461)

Saint Patrick is the patron of Ireland and a saint of the Roman Catholic Church. He was born at Bannavem, which may have been in England near the Severn estuary, or in Scotland near the modern city of Dumbarton.

Saint Patrick had a romantic life, full of adventure. He was captured by pirates from Ireland at the age of sixteen. They carried him back there, and set him to tending the flocks of a chieftain in Ulster. Six years of slavery made him a devoted Christian. He escaped to France and became a monk. In 432, a vision led him to return to Ireland as a missionary bishop. He worked very hard in various parts of the island for the rest of his life. His labors were so successful that he came to be known as the one who "found Ireland all heathen and left it all Christian." Saint Patrick founded over three hundred churches and baptized more than one hundred twenty thousand persons.

Many legends grew up about this popular saint. One of the best known is that he charmed the snakes of the land down to the seashore so that they were driven into the water and drowned. Much else that is told of Saint Patrick is little more than legendary. He left a sort of autobiography in his Confession, written in crude Latin.

Much study has been given to Saint Patrick, but little that goes beyond his own writings can be accepted as certain.

Saint Patrick's feast day is celebrated throughout the world, wherever there are Irish people. It falls on March 17 of each year.

—World Book Encyclopedia.

SEASONAL MATERIAL: ST. PATRICK
AN OLD IRISH BLESSING

May the blessing of light
be on you, light within and light without.

May the blessed sunlight
shine upon you and warm your heart till it glows like a great
peat fire, so that the stranger may come and
warm himself at it, and also a friend.

And may the light shine
out of the eyes of you, like a candle set in the windows of
a house, bidding the wandered to come in out of the storm.

And may the blessing of
the rain be on you — the soft sweet rain. May it fall upon
your spirit so that all the little flowers may spring up,
and shed their sweetness on the air.
And may the blessing of the great rains be on you,
may they beat upon your spirit and wash it fair and clean,
and leave there many a shining pool where the blue
of heavens shines, and sometimes a star.

And may the blessing of the
earth be on you — the great round earth; may you ever
have a kindly greeting for them you as pass as you're going
along the roads. May the earth be soft under you when
you rest out upon it, tired at the end of a day, and may it
rest easy over you when, at the last, you lie out under it.
May it rest so lightly over you that your soul may be off
from under it quickly, and up and off, and on its way to God.

And now may the Lord
bless you, and bless you kindly.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Practice sample meal ordering dialogues. Review of relative clauses. Review pronunciation of troublesome sounds.	Familiarize students with a variety of cafe and restaurant meal-ordering situations. Sample menus may be helpful. Encourage confidence with common meal-ordering exchanges in conversation. Consider evaluation progress with troublesome sounds. Script *A-17* has suggestions.	Sample breakfast and dinner dialogues requiring participation; review of relative clauses combining two sentences with "who" or "that"; pronunciation review of troublesome sounds. Independent recording: student's choice	Tape *A-17:* Dialogues: *Ordering Breakfast and Lunch* Review of Relative Clauses
SESSION 2	Provide social situations that require spoken responses.	Consider discussing the kinds of courteous utterances required in the following social situations: greetings; classroom messages; asking directions; telephoning; shopping; meal-ordering; common courtesies Refer to Script *A-24.*	Brief one-sentence description of various social situations that require student responses. Entire lesson is a stimulus response situation to given circumstances requiring immediate courteous replies. Student-directed recitations.	Tape *A-24:* Speaking responses to Social Situations
SESSION 3	Review: Dialogue practice at a sports event: Basketball game	Consider a basketball sports story for enrichment. Explain the rules of basketball that make the game more meaningful for the spectator. Introduce or reinforce any basketball vocabulary you consider helpful. Refer to *A-18* for suggestions.	Conversational situation at the basketball game where one friend explains the game to the other; students are required to take one part of the dialogue in six installments. Independent recording practice.	Tape *A-18:* *Dialogue at the Basketball Game*

Week's Lessons Follow

M. Tape A-24

SPEAKING RESPONSES TO SOCIAL SITUATIONS

M. Listen:

F. You are greeting Miss Jones in the morning.
M. Good morning, Miss Jones.
F. You are greeting your friend Ruth in the afternoon.
M. Good afternoon, Ruth.
F. You are leaving your friend, Bill.
M. So long, Bill, see you later.

M. Now, you respond to the situation. Follow the example:

F. You are greeting Miss Jones in the morning. ....

F. You are greeting your friend, Ruth, in the afternoon. ....

F. You are leaving your friend, Bill. ....

F. You pass your teacher, Mrs. Johnson, in the hall. ....

M. You see your teacher, Mr. Hill, at the basketball game. ....

M. You leave your teacher, Mrs. Williams, after school. ....

M. You meet your friend, Tom, at lunch. ....

M. You meet your principal, Mr. Capps, visiting your dorm. ....

F. Listen:

M. You visit the office and would like to speak to Mrs. Lowry.
F. Excuse me, please, may I see Mrs. Lowry?
M. You come into a class to deliver a message sent by Mrs. Smith.
F. Excuse me please, Mrs. Smith sent this.
M. You are asking the teacher to call Mr. Uhrig.
F. Excuse me please, Mr. Uhrig would like you to call him.

F. Now, you respond to the situation:

M. You visit the office and would like to speak to Mrs. Lowry. ....

M. You come into class to deliver a message sent by Mrs. Smith. ....

M. You are asking the teacher to call Mr. Uhrig. ....

M. You are looking for Mr. Miller. ....

F. You are asking whether Ruth Begay is in class. ....

F. You are asking permission to leave at 9:30 for the clinic. ....

F. You are asking for a pass to report to your next class. ....

F. You are asking the teacher to send Tom Jones to the office. ....

M. Listen:

F. You are asking directions to the library.
M. Excuse me, could you tell me how to get to the library?

F. You are asking directions to the post office.
M. Excuse me please, could you tell me how to get to the post office?

F. You are asking where Forest Street is.
M. Excuse me please, could you tell me where Forest Street is?

M. Now, you respond to the situation:

F. You are asking directions to the library. ....
F. You are asking directions to the post office. ....
F. You are asking where Forest Street is. ....
F. You want to find the bus depot. ....
F. You'd like to find a pay telephone. ....
M. You'd like to find the city hall. ....
M. You are asking where the superintendent's office is. ....
M. You are looking for the art studio. ....
M. You'd like to find the electrical shop. ....

F. Listen:

M. You are telephoning Mrs. Roberts.
F. Would you call Mrs. Roberts to the phone, please?

M. You want your friend Beth to call you.
F. Would you have Beth call Mary White, please?

M. You are phoning Mr. Zollinger at the office.
F. May I speak to Mr. Zollinger, please?

F. Now, you respond to the situation:

M. You are telephoning Mrs. Roberts. ....
M. You want your friend Beth to call you. ....
M. You are phoning Mr. Zollinger at the office. ....
M. You are telephoning your boss, Mr. Jacobs. ....
F. You are calling from class to report Mary Yazzie absent. ....
F. You are calling to speak to the electrician. ....
F. You are calling to speak to the plumber. ....
F. You want the police in an emergency. ....
F. You want the hospital in an emergency. ....

M. Listen:

F. You are shopping and want to know the price of a coat.
M. What's the price of this, please?

F. You'd like to know the price of a dozen pencils.
M. How much are these a dozen, please?

F. You'd like an article wrapped.
M. Would you wrap this, please?

F. You'd like change for a dollar bill.
M. Would you change this for me, please?

M. Now, you respond to the situation:

F. You are shopping and want to know the price of a coat. ....
F. You'd like to know the price of a dozen pencils. ....
F. You'd like an article wrapped. ....
F. You'd like change for a dollar bill. ....
M. You'd like to see another radio at about the same price. ....
M. You'd like to see another pair of shoes at about the same price. ....
M. You'd like to find the sweaters. ....
M. You'd like to try on some slacks. ....
M. You'd like to look at some winter jackets. ....

F. Listen:

M. You are taking a message for Bill Smith who isn't in.
F. I'm sorry, Bill isn't here. May I take a message?

M. You are taking a call for Fred Yazzie who is in.
F. Just a moment please, I'll call him.

M. You are being called and you answer the phone.
F. This is Mary speaking.

F. Now, you respond to the situation:

M. You are taking a message for Bill Smith who isn't in. ....
M. You are taking a call for Fred Yazzie who is in. ....
M. You are being called, and you answer the phone. ....
M. You are taking a message for Mrs. Smith, who isn't there. ....
F. You are taking a message for the secretary, who isn't it. ....
F. You are being called and you answer the phone. ....
F. You are taking a call for Louise Kee who is in. ....
F. You are receiving a call for Bob Clark who isn't in. ....

M. Listen:

F. You have just found a seat at the movie.
M. Excuse me please, is that seat taken?

F. You find an empty seat on the Greyhound.
M. Excuse me, may I sit here?

F. Your friends need another chair at the restaurant.
M. May we have another chair please?

M. Now, you respond to the situation:

F. You have just found a seat at the movie. ....
F. You find an empty seat on the Greyhound. ....
F. Your friends need another chair at the restaurant. ....
F. You're walking in front of people moving in the row at the movies. ....
F. You're leaving your seat walking in front of people to move out of the row.
M. You walk directly in front of a teacher standing in the doorway. ....
M. You pass directly in front of a person passing through a line. ....
M. You want to borrow a chair from another table at the library for your friend. ....

F. Listen:

M. You've just sat at a restaurant counter and would like to order.
F. May I see a menu please?

M. You're ready to order.
F. Would you take my order now, please?

M. You'd like to select a soup.
F. What kinds of soup do you have?

F. Now, you respond to the situation:

M. You've just sat at a restaurant counter and would like to order. ....
M. You're ready to order. ....
M. You'd like to select a soup. ....
M. You'd like to select a dessert. ....
F. You'd like more rolls. ....
F. You'd like some ketchup. ....
F. You'd like some sugar. ....
F. You're ready for your check. ....
F. You'd like some change instead of a dollar bill. ....

M. Listen:

F. You see someone who is apparently looking for someone.
M. May I help you?

F. Your friend, Bill, is having a tough time with a math problem.
M. May I help you, Bill?

F. You see someone having a difficult time moving a heavy object.
M. May I be of help?

M. Now, you respond to the situation:

F. You see someone who is apparently looking for someone. ....
F. Your friend, Bill, is having a tough time with a math problem. ....
F. You see someone having a difficult time moving a heavy object. ....
F. You see a lady carrying very heavy bundles. ....
F. You see someone doing a hard job alone. ....
M. You know your friend, Jane, needs help in science. ....
M. You see someone apparently lost in the building. ....
M. A young child wants to cross a busy intersection. ....
M. A friend gets hurt during a game. ....

F. This ends the lesson.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Navajo History Provide speaking background of Navajo History.	Reinforce lab lesson with correlating historical background of: Legendary origin Bering Strait theory Relations with Army (19th Century) Introduce pertinent vocabulary. Consider supplementary reading and written quiz.	Participation in four dialogues describing Navajo background: Origin Spanish influences Raids and treaties Fort Sumner Record: *I Am An American*	Tape *A-21:* *Something About Navajo History* from *Something About Navajo History* *I Am An American* (model tape)
SESSION 2	Review: Continue with presenting a speaking background of the Navajo History - post Fort Sumner.	Consider providing background for a discussion of: release from Fort Sumner distribution of sheep grazing problems with gov. World War II service defense work during War Consider supplementary reading assignments and written quiz.	Participation in 4 sets of dialogue describing Navajo background: review of original and Athabaskan relationship return from Sumner, first school at Defiance grazing problems, sheep distribution World War II service and defense work Independent recording	Tape *A-22:* *More About Navajo History* from *An Introduction to the Navajo*, Vogt and Kluckhohn; and *Here Come the Navajo*, Underhill
SESSION 3	Provide social situations that require spoken responses.	This is a continuation of *A-24* which provides the following speaking situations: greetings; doctor visit; messages; meal ordering; directions; office visits; telephoning; shopping Consider discussing courteous exchanges generally used in these situations. Tape Script *A-25* has ideas.	Lesson requires immediate spoken responses to social situations referred to in CLASSROOM CORRELATION. Reading to record: Page 120, *Practice Reader #2* *Sea Fever*	Tape *A-25:* *Spoken Responses to Social Situations* Practice Reading, p. 120 Model tape: *Sea Fever*

Week's Lessons Follow

F. Tape A-25

SPOKEN RESPONSES TO SOCIAL SITUATIONS

F. Listen:

M. You are greeting your friend, Ted, in the morning.
F. Good morning, Ted, how are you?

M. You're leaving your friend, Ruth.
F. So long, Ruth, see you later.

M. You're in the office in the morning and ask to see Mr. Lewis.
F. Good morning, may I see Mr. Lewis.

F. Now, you respond to the situation:

M. You are greeting your friend, Ted, in the morning. ....

M. You're leaving your friend, Ruth, after dinner. ....

M. You're in the office in the morning and ask to see Mr. Lewis. ....

M. You meet your friend Bob and ask him how his sister, who has been in the hospital, is. ....

F. You are leaving a student meeting after school. ....

F. You greet Tom in the morning and ask about last night's ball game. ....

F. You see your science teacher, Mr. Smith, in the hallway. ....

F. Listen:

M. You visit the doctor with a sore throat.
F. Good morning doctor. I have a sore throat.

M. You visit the doctor with a sprained ankle.
F. Hello doctor, I sprained my ankle during a game last night.

M. You visit the doctor with a stomach ache.
F. I have a pain in my stomach.

F. Now, you respond to the situation:

M. You visit the doctor with a sore throat. ....

M. You visit the doctor with a sprained ankle. ....

M. You visit the doctor with a stomach ache. ....

M. You are at the clinic with a swollen left wrist. ....

F. You see the doctor and have been coughing all night. ....

F. You are at the dentist's office with a terrible toothache. ....

F. You visit the doctor with a pain in your chest. ....

F. You are at the clinic with a fever and sore throat. ....

M. Listen:

F. You are receiving a call for Joe Benally who is out.
M. I'm sorry, Joe is out, may I take the message?

F. You are receiving a call for Mr. Green who is in.
M. Just a moment, please.

F. You're calling Jim Parker.
M. May I speak to Jim Parker, please?

M. Now, you respond to the situation:

F. You are receiving a call for Joe Benally who is out. ....

F. You are receiving a call for Mr. Green who is in. ....

F. You're calling Jim Parker. ....

F. You're calling Mrs. Johnson. ....

M. You're receiving a call for Jack Martin, who is out. ....

M. You're calling the police in an emergency. ....

M. You're calling the fire department in an emergency. ....

M. You're receiving a call for Lillian Thomas who is in. ....

M. Listen:

F. You're sitting at a restaurant counter waiting to be helped.
M. May I see a menu please?

F. You've decided what you want to eat and are ready to order.
M. Would you take my order please.

F. You're not sure if dessert is included in the price of the meal.
M. Does this price include dessert?

M. Now, you respond to the situation:

F. Your sitting at a restaurant counter, waiting to be helped. ....

F. You've decided what you want to eat and are ready to order. ....

F. You're not sure if dessert is included in the price of the meal. ....

F. You're ready for dessert and don't know what they have. ....

M. You'd like to have more rolls and butter. ....

M. Your glass is soiled and you'd like another. ....

M. The waitress asks if everything is all right. ....

M. You're ready for your check. ....

M. Listen:

F. The bus stops. You're going to Grant Street. You're not sure if this is the right bus.

M. Does this bus go to Grant Street?

F. You're getting on the bus and you're not sure of the fare.
M. What's the fare please?

F. You are sitting in a crowded bus and an old woman is standing.
M. Sit here, ma'm.

M. Now, you respond to the situation:

F. The bus stops . You're going to Grant Street. You're not sure if this is the right bus. ....

F. You're getting on the bus and you're not sure of the fare. ....

F. You're sitting in a crowded bus and an old woman is standing. ....

F. You're phoning a cab from the post office to go to the depot and want to know the fare. ....

M. You're buying a bus ticket to Los Angeles. ....

M. You are a stranger in town and when you get on the bus you ask the driver to let you off at Central Street. ....

M. You want to get to the city hall so you check with the driver before you get on. ....

M. You're phoning the bus depot to ask the fare from Flagstaff to Chicago. ....

M. You've just found an empty seat on a crowded Greyhound. ....

F. Listen:

M. You visit the office and would like to speak to Mrs. Hunter.
F. May I see Mrs. Hunter, please?

M. You enter a classroom to deliver a message for the teacher from Mrs. Wallace.
F. Excuse me, Mrs. Wallace sent this message.

M. You're alone in the classroom and someone comes in asking for the teacher.
F. I'm sorry, I don't know where she is.

F. Now, you respond to the situation:

M. You visit the office and would like to speak to Mrs. Hunter. ....

M. You enter a classroom to deliver a message from Mrs. Wallace. ....

M. You're alone in the classroom and someone comes in asking for the teacher. ....

M. You're asked where Bill Bird is and you don't know. ....

F. You're asked where Marion is and you don't know. ....

F. You are asking the teaching to call Mrs. Hale. ....

F. You are looking for Jim Sorensen. ....

F. You are asking where Jonas Cly is in class. ....

M. Listen:

F. You are asking directions to the cafeteria.
M. Excuse me, could you tell me how to get to the cafeteria.

F. You are asking directions to the nearest phone booth.
M. Excuse me please, could you tell me the nearest phone booth is?

F. You want to find the bus depot.
M. Excuse me, please, could you direct me to the bus depot?

M. Now, you respond to the situation:

F. You are asking directions to the cafeteria. ....

F. You are asking directions to the nearest phone booth. ....

F. You want to find the bus depot. ....

F. You're looking for Mr. Taylor's science class. ....

M. You're looking for the secretary. ....

M. You're looking for the Safeway Supermarket. ....

M. You're looking for Sunset Drive. ....

M. You are asking directions to Central City. ....

F. Listen:

M. You are shopping and would like an article wrapped.
F. Would you wrap this, please?

M. You want to know the price of a chair.
F. What's the price of this please?

M. You want some change for a five dollar bill.
F. Would you change this for me, please?

F. Now, you respond to the situation:

M. You are shopping and would like an article wrapped. ....

M. You want to know the price of a chair. ....

M. You want some change for a five dollar bill. ....

M. You'd like to try on a jacket. ....

F. You'd like to see another camera a little less expensive. ....

F. You'd like to see a cheaper radio. ....

F. You want to know if the store will deliver an article. ....

F. You'd like to know when you can expect the delivery. ....

M. Listen:

F. You are phoning and inviting Bill to a game Friday night.
M. Hello Bill, would you like to see a game Friday night?

F. You're phoning and asking Ruth to a party Tuesday evening.
M. Hello Ruth, would you like to come to a party Tuesday evening?

F. You're phoning to tell Jim there's a meeting today at 4:00.
M. Hello Jim, I want to let you know about today's meeting at 4:00.

M. Now, you respond to the situation:

F. You're phoning and inviting Bill to a game Friday. ....
F. You're phoning and asking Ruth to a party Tuesday evening. ....
F. You're phoning telling Jim there's a meeting at 4:00 today. ....
F. You're inviting your uncle to meet you downtown. ....
M. You're phoning asking Tom to come over to help you with math. ....
M. You're phoning inviting your friend Francis to the movie. ....
M. You're phoning inviting your kid brother to visit you. ....
M. You're phoning inviting your kid sister to visit you. ....

F. This ends the lesson.

TWENTY-NINTH WEEK ENRICHMENT
NAVAJO HISTORY — WORLD WAR II ERA

Underhill, Ruth: *The Navajos*, University of Oklahoma Press, Norman, Oklahoma, 1956.

To some peoples, the Second World War meant the end of wealth and power, but to others, like the American Indians, if often meant a beginning. Many of the American Indian tribes, like the Navajos, were at some stage of leaving the primitive life. In this war, America needed every man, and all Indians who could meet qualifications were drafted.

To a white American this might mean harming a career, with a change of living habits and attitudes sharp enough to make him very nervous. But to an Indian, army life seemed satisfactory and even enjoyable. Coarse foods, irregular hours and lack of privacy were no hardship for the Navajos, and the mental attitude of a fighter was the identical one handed down from their ancestors for generations. Before this, it had led only to frustration, but now it was enjoyable. White officers have said that no man in their command took the stress of war with greater calm than the Indian. What was more, the Red Man could now distinguish himself. He could perform the feats required of a soldier as well as any white man, and often better. This losing of the sense of inferiority was a glorious experience. Not only were the Indians not inferiors, but were accepted as comrades. I remember the quiet burning pride which a Navajo marine told me: "Us Marines are *buddies*. We stick together against everybody." That Indian might never in his life have had the chance to be a buddy to a white man. Now it had happened, and the gulf was bridged. The world was no longer a place of mysterious enemies but a place one might enter.

Navajos volunteered for the armed services even before the draft. When, as citizens, they were drafted, they flocked to their registration boards, even the old men carrying guns and asking to be shown where the enemy was. Altogether, there were 3,600 Navajos in the United States Army, Navy, and Marine Corps, with a dozen Navajo women in the Women's Army Corps. They saw service in every theatre, and won nearly every type of decoration awarded.

Navajos in the United States Marine Corps performed a unique service. Their language, with its forms so utterly different from those of European tongues, was unknown to all enemy nations. It made an ideal code to be used in the signal corps. Two Navajos carrying portable telephones or two-way radio sets could carry messages across enemy lines with perfect knowledge that this code would never be "cracked." Twenty-nine Navajos enlisted for this service and were trained all together as a platoon. They did service in the Pacific, and these youths, who perhaps had never been more than one hundred miles from home came back speaking some Japanese and carrying samurai swords and silken kimonos. There were "code talkers" also in Sicily and Italy, as well as fighting men.

Things were indeed changing. "I stopped in New York and Philadelphia on the way home," one sergeant told me, in the gentle Indian voice which can match the accents of the most cultured white man. "I had buddies there." With his leather gloves, his tailored blouse, and his well polished shoes, this man was returning to an earth-floored hogan. But not for long. Not only he, but his family would soon be wanting more comforts. The People were beginning, at last, to see what the whites worked for and what could be had. For better or worse, the medieval way of life had been damaged beyond repair.

This might not have meant a permanent change in Navajo family life, for men before this had gone off to raid and war and had come back to carry on the ancient family customs. It was money that made the difference. Money in a soldier's allotments meant that he must observe the white man's marriage laws. Up to now there had been little interference with the Navajo custom of frequent marriage and divorce without legal registration. Some men still had more than one wife. Yet the allotment system assumed that a married soldier had one wife and one legitimate family of children. Obviously it was not fair that a Navajo would have two or more families and get support for them all. The People, never blind to a practical problem, began to see why marriages and births should be registered and divorces carried out by a process of law. The government instituted a compaign with moving pictures to show why each Indian should take a "paper name" which he could keep all his life, instead of different names, changed after every important event.

There were now attempts for better planning in Indian work. Two big ordnance plants went up in the desert country near the reservation, and Navajo and Hopi Indians provided most of the working forces. When trucks drove up to the workshops in the morning to disgorge hundreds of young men and women in modern dress, it was plain that change had come to the Navajos, if only an outward one. They worked eight hours a day in the white man's manner (foremen said that they did not want to stop at noon); and when living arrangements had been completed by the employers, they went home to shower baths, wooden floors, and beds. One of the villages at Fort Wingate was given to the Navajo Tribe when the war was over. The neat streets, houses, and government school will afford an opportunity for those Navajos who wish to go out to work and live like white men, without going too far from home.

Money was coming into the reservation, both from wages and from soldiers' allotments. The first items bought, of course, were silver ornaments, that portable wealth which can always be pawned with the trader and which meanwhile, enhances the family status almost as much as horses. Then came clothing which, for the men, meant magnificent cowboy costumes. Plush for the blouses which, for the last forty years, had constituted "native dress" was growing scarce. Some women bought expensive velvet, and one might see whole frocks of it on the streets of Gallup, topping off the sneakers which had taken the place of moccasins. Navajo shredness finally dictated a change of style, and more and more Navajo women could be seen in the costume of white, farm women.

In some hogans, stoves for wood or kerosene took the place of the earthen hearth in the center of the floor. There were dishes, glasses, and perhaps, a movable cabinet. The building of new houses went on slowly, since the People still clung to the idea that a house must be deserted after a death. Instead of houses, for a time, they bought battery radios and, above all, tenthhand cars. Navajo boys often show a near genius in tinkering with cars which their white brothers would throw on the junk heap. No license was required on the reservation, and a speed of ten miles an hour was at least better than horse and wagon.

Even the ceremonies were changing. Navajo chanters themselves admit that they sometimes change after these have been tried and proved not to bring misfortune. But, it may have been the young people from boarding school was brought the change in the Squaw Dance, the finale of the Enemy Way. This is a purification rite performed for the benefit of those Navajos who have had too much contact with strangers and was in much demand after the war. The public dance, on the last nights, symbolized the return of warriors after a raid, when the women came to greet them and receive their trophies. Maidens now invite youths to dance and receive a gift of money. Within my memory, each maiden modestly held her "warrior" by the belt, circling round him, while he stood with folded arms. Now couples often dance arm in arm, as they may have done at school.

A more sinister novelty was whiskey which sometimes passed among spectators and dances, too. Navajos had always bought whiskey since the first railroad brought it within their reach, and the federal law, passed in 1802 at the request of the Indians themselves, was practically unenforceable. During the war, a Navajo man, especially a soldier, felt very inferior when he was denied service at a bar where his comrades drank freely. The exchange of expensive bottles of bad liquor in dark corners of Gallup streets went on quickly. The liquor difficulty was mounting to an impossible pinnacle which would need attention after the war, like many other Navajo problems.

Even the Navajo attitude toward death began to waver. Many whites had tried to convince The People that the dead body of a loved one need not spread evil and that photographs and memorials to the dead can be beautiful and consoling. The Navajos had kept to the idea that any contact with the dead is dangerous. Yet bodies of white soldiers were being brought home and buried with ceremonies which brought honor to all connected with them. Should the Navajos refuse this honor? The leaders were brought together and asked whether they wished a war cemetery for Navajo heroes. They hesitated, but desire for prestige overcame the ancient taboo. For the war dead, at least, public burial was accepted. The first Navajo killed in a training plane was buried with ceremony, under the American flag.

The Navajos experienced four years of this accelerated life, and then the war was over. Soldiers and war workers all over the country were drifting back to a world which seemed to have nothing for them, but with the Navajos, this emptiness was particularly miserable. Now they wanted money, better housing, more possessions, and particularly, education. War had done what at least a half century of argument had failed to do. The Navajos were ready for school.

But the schools were not ready for them. The poor buildings and the lack of enough seats in schools on the reservation became a scandal, once it was known. There were twenty-one thousand children of school age and less than six thousand enrolled in all schools, federal, mission and public. Hasty work began to make up for some of the lack. Money was appropriated for repairing the old schools and for building new ones wherever the population justified it. This program could never bring schools to all the People before their growing children had passed school age. There were concentrated programs for children over twelve in Indian boarding schools all over the Southwest, and there were special courses for the veterans who could not go to college because of lack of preparation.

THIS IS JUST FOR FUN!

THE MONKEYS AND THE CROCODILE

Laura E. Richards

5 People
Five little monkeys

All
Swinging from a tree,

Boys
Teasing Uncle Crocodile

All
Merry as can be.

Row I
Swinging high,

Row II
Swinging low,

Row III
Swinging left and right:

Solo I
"Dear Uncle Crocodile

All
Come and take a bite!"

5 People
Five little monkeys

Girls
Swinging in the air:

All
Heads up, tails up,

Boys
Little do they care.

Row IV
Swing up, swinging up,

Row V
Swinging down,

Row VI
Swinging far and near.

Solo II
"Poor Uncle Crocodile,

All
Aren't you hungry, dear?"

4 People
Four little monkeys

All Boys
Sitting in a tree:

All
Heads down, tails down,

Girls
Dreary as can be,

Boys
Weeping loud,

Girls
Weeping low,

All
Crying to each other:

4 People
"Wicked Uncle Crocodile,
to gobble up our brother!"

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking situations responding to social occasions.	This is a continuation of *A-24* which provides the following speaking situations: greetings; doctor visit; messages; meal ordering; directions; office visits; telephoning; shopping. Consider discussing courteous exchanges generally used in these situations. Script *A-25* has suggestions.	The lesson requires immediate spoken responses to social situations referred to in *Classroom Correlation.* Reading to record: page 180, *Practice Reader No. 2* *Sea Fever* *Flanders Fields*	Tape *A-25:* Spoken Responses to Social Situations Practice Reader #2, page 180 (model tape) *Sea Fever* *Flanders Fields*
SESSION 2	Provide review with speaking practice of troublesome sounds "th," final "s," final "ed," "did" with the past of common irregular verbs.	This is the first of a series of four review lessons dealing with the most troublesome learnings referred to in *Purposes.* Use whatever procedures you found most effective. Consider written and/or oral exercises to reinforce "did" with the past (much needed). Script *E-1* has ideas.	Review of the /ð/ /θ/ /d/ /t/ /id/ in final position; /s/ /z/ /iz/ in final pos.; preterit forms of common irregular verbs, "did" with past; first of a series of four intensive review tapes. Recording practice: *The Navajos*	Tape *E-1:* Review of Troublesome Sounds: "ed," final "s," "th," "did" with past.
SESSION 3	Provide speaking review practice discussing the weather: final /k/ /g/ final /s/ /z/ /iz/ "did" with the past questions and answers.	Familiarize common expressions and vocabulary about the weather; try to develop an awareness of humor in reading excerpts. Consider completions of last lines of Limericks. Written drills with irregular pasts may be helpful. Script *B-14* has suggestions.	Convers. dialogue: *Getting a Room at the Hotel;* follow-up comprehension questions; substitution dialogue about the weather; pronunc. drills with the /k/ /g/ and final /s/; rev. of past with "did." Recording: Continue *The Navajos.*	Tape *B-14-V:* Listen to Dialogue Convers. about the Weather; Pronunc. Drills: /k/ /g/, final "s," past with "did." *The Navajos*

Week's Lessons Follow

M. Tape E-1

REVIEW OF TROUBLESOME SOUNDS
PRONUNCIATION: "TH," FINAL "S," FINAL "ED"
"DID" WITH THE PAST

M. This is a rapid review of many of your previous lessons. Try to keep up with a strong, clear voice.

M. Listen and repeat:

F.	take this	Take this to mother.
F.	thanks	Thanks for everything.
F.	mother's brother	Bill is my mother's brother.
F.	this one	Their car is better than this one.
M.	the north	It is the north, not the south building.
M.	this thing	Let's think this thing through.
M.	don't bother	Please don't bother.

F. Answer these questions with "yes," followed by a complete sentence.

For example, listen:

M. Have you finished your mathematics?
F. Yes, I've finished my mathematics.

M. Is the bridge north of town?
F. Yes, the bridge is north of town.

M. Is the lesson on page thirty three?
F. Yes, the lesson is on page thirty three.

M. Now you answer:

F. Have you finished your mathematics?
F. Is the bridge north of town?
F. Is the lesson on page thirty three?
M. Can he throw the ball to third base?
M. Is your brother's truck larger than this one?
M. Do you think this is better than that?

F. Listen and repeat:

M. Do you think we can have our picnic Thursday?
F. I think Thursday will be fine.
M. Shall I take anything for lunch?
F. No, thank you, Arthur will take everything.

M. I thought Arthur was in the South.

F. He came back from the South on the third.

M. Are Ruth and Beth going?

F. Yes, it's Ruth birthday.

M. We'll bake a birthday cake for Ruth.

F Listen and repeat:

M.	that	The boys went down that road.
M.	grandmother	They went to see their grandmother.
M.	father	They will meet their father there.
M.	together	They'll drive home together.
F.	brother	Ted, the younger brother, stayed with his mother.
F.	leather	Their father has a pair of leather boots.
F.	weather	He wears his leather boots in wet weather.

M. Final "ed"; as in "wished" and "watched."

M. Listen and repeat:

F.	wished	M.	They wished they were here yesterday.
F.	watched	M.	We watched the game yesterday.
F.	stopped	M.	The bus stopped yesterday.
F.	helped	M.	I helped him and he thanked me.
M.	decided	F.	He decided to learn English.
M.	telephoned	F.	I telephoned you, but he answered.
M.	liked	F.	He liked her and asked her name.
M.	invited	F.	I invited her, but she visited you.

M. Now, make sentences of your own. Think fast; this exercise is rapid. Begin with "Beth" and end with "yesterday":

F. helped

F. watched

F. missed

F. packed

F. stopped

F. liked

M. Now, begin with "Arthur"; end with "last week":

F. stayed ....

F. lived ....

F. learned ....

M. used ....

M. changed ....

M. called ....

F. Now, begin with "mother"; end with "a few years ago":

M. wanted ....

M. invited ....

M. needed ....

F. mended ....

F. decided ....

F. painted ....

F. Final "S's." Listen and repeat:

M.	books	....	F.	doors	....	M.	classes	....
M.	students	....	F.	windows	....	M.	offices	....
M.	desks	....	F.	names	....	M.	pages	....

F. Three notebooks are in two desks. ....

F. Five teachers are in four classrooms. ....

F. The nurses are in these offices. ....

F. All desks have chairs. ....

M. Are those students engineers? ....

M. Are all classes in their classrooms? ....

M. All sentences have words. ....

M. The nurses are my friends. ....

F. Review of the past tense with "did."

F. Listen:

M. He left the office early.	F. Did he leave the office early?
M. He went to Chicago by plane.	F. Did he go to Chicago by plane?
M. The company paid for his trip.	F. Did the company pay for his trip?

M. Now, you ask the question. Begin with "did."

F. He left the office early.	M. Did he leave ....?
F. He went to Chicago by plane.	M. Did he go ....?

F. The company paid for his trip.	M. Did the company pay ....?
F. It rained hard last night.	M. Did it rain ....?
M. They talked for a long time.	F. Did they talk ....?
M. He arrived late for the lesson.	F. Did they arrive ....?
M. They spoke to him in Spanish.	F. Did they speak ....?
M. Everyone had a good time at the party.	F. Did everyone have ....?
F. They wrote a letter about it.	M. Did they write ....?
F. The telephone rang several times.	M. Did the telephone ring ....?
F. Helen finally answered it.	M. Did Helen answer ....?
F. The teacher became angry.	M. Did the teacher become ....?
M. She sent John from the room.	F. Did she send ....?
M. Everyone began to laugh.	F. Did everyone begin ....?
M. The ball broke the window.	F. Did the ball break ....?
M. The child fell from the tree.	F. Did the child fall ....?
F. The mailman put the mail on Mr. Smth's desk.	M. Did he put ....?
F. Ruth passed all her examinations.	M. Did Ruth pass ....?
F. She took the children to the rodeo.	M. Did she take ....?

F. Listen:

M. He left for Chicago last night. F. When did he leave for Chicago?	M. when
M. She saw him on Main Street. F. Where did she see him?	M. where
M. He put the book on the desk. F. Where did he put the book?	M. where
M. They lived in Texas for ten years. F. How long did they live in Texas?	M. how long

M. Now, you ask the question:

F. He left for Chicago last night.	M. When ....?
F. She saw him on Main Street.	M. Where ....?
F. He put the book on the desk.	M. Where ....?
F. They lived in Texas for ten years.	M. How long ....?
M. The plane arrived at ten.	F. What time ....?
M. They went to California by bus.	F. How ....?
M. Bill left because he was angry.	F. Why ....?

M. They ate lunch in the cafeteria.	F. Where ....?
F. He met her on the corner.	M. Where ....?
F. He brought his cousin with him.	M. Whom ....?
F. He paid three dollars for the book.	M. How much ....?
F. Ruth lived there for five years.	M. How long ....?
M. They drove to Arizona in John's car.	F. In whose car ....?
M. She took the kids to the rodeo.	F. Where ....?
M. They stayed for a long time.	F. How long ....?
F. She bought that dress downtown.	M. Where ....?
F. It cost eight dollars.	M. How much ....?
F. The meeting began at ten.	M. What time ....?

M. Now, pluralize the following nouns:

F. stamp ....
F. seat ....
F. photograph ....
F. satellite ....
F. headache ....
F. snake ....
M. tape ....
M. book ....
M. check ....
M. test ....
M. desk ....

F. egg ....
F. camera ....
F. song ....
F. name ....
F. ear ....
F. stair ....
M. wife ....
M. knife ....
M. egg ....
M. pencil ....
M. pencil ....

F. match ....
F. garage ....
F. quiz ....
F. tax ....
F. change ....
F. kiss ....
M. language ....
M. college ....
M. language ....
M. horse ....
M. necklace ....

F. Listen and repeat:

M. Up from the meadows rich with corn. ....
M. The breaking waves dashed high. ....
F. Behind him lay the gray Azores. ....
F. We hold these truths to be self-evident. ....
M. My fellow citizens of the world. ....
M. Listen, my children, and you shall hear. ....
F. Whose woods these are I think I know. ....

F. Thanks, thanks to thee, my worthy friend. ....

M. Against the earth's sweet flowing breast. ....

M. Our fortunes must be wrought. ....

F. And ever the stars above look down. ....

F. That the road passes on through the long afternoon. ....

M. And stretches away to the night. ....

M. For I have promises to keep. ....

F. And miles to go before I sleep. ....

F. And miles to go before I sleep. ....

M. This ends the lesson.

F. Tape B-14-V

LISTENING TO DIALOGUE — CONVERSATION ABOUT THE WEATHER
PRONUNCIATION DRILLS /K/, /G/, FINAL "S"
REVIEW PAST TENSE WITH "DID"
QUESTION-ANSWER PATTERNS WITH "DID"

F. Listen closely to the following dialogue. You'll be asked questions about it.

M. GETTING A ROOM AT THE HOTEL

F. May I help you?

M. Yes, please. I'd like a room for tonight.

F. Have you a reservation?

M. No, I haven't.

F. Do you wish a single room or a double room?

M. A single room with bath, if possible.

F. We have a single room with bath on the second floor at four dollars a day.

M. Do you have anything on a higher floor? I'm afraid it may be noisy so near the street.

F. We have one at five dollars on the eighth floor.

M. It's an outside room, I suppose?

F. It's a corner room with windows that face two streets.

M. At what time may I move into the room?

F. The room is available now, sir. Will you sign the register first, please? How long do you plan to remain in Phoenix?

M. I'll be here for two days, at least.

F. Is this your first trip to Phoenix?

M. Yes, it is. By the way, does the hotel have a dining room?

F. Yes, we have a very fine restaurant.

M. At what time do you serve meals?

F. We serve breakfast from 8:00 to 11:00. Lunch is from 12:00 to 3:00 and dinner, from 5:00 to 8:00.

M. Fine, let me have that 5 dollar room on the eighth floor, please.

M. Now you answer:

F. Where does the dialogue you just heard take place? ....

F. Between what two persons? ....

F. Does the man want a single or double room? ....

F. Does he want a room with or without a bath? ....

M. Which is usually more expensive, a room with or without bath? ....

M. Which is more expensive, a single or double room? ....

F. Why does he prefer a room on a higher floor? ....

M. What's the difference between an inside and outside room? ....

M. At what hours do they serve breakfast? ....

M. At what hours is dinner served? ....

F. Which room did he take? ....

M. Talking About the Weather.

M. Listen:

M. in Salt Lake	F. How is the weather today in Salt Lake?
M. in Los Angeles	F. How is the weather today in Los Angeles?
M. in Gallup	F. How is the weather today in Gallup?

M. Now, you follow the example:

F. How is the weather today in Salt Lake?

M. in Los Angeles ....

M. in Gallup ....

M. in New York ....

M. The weather is nice today.

F. fine ....

F. beautiful ....

F. perfect ....

F. What was the weather like yesterday? Was it nice?
M. sunny ....
M. stormy ....
M. cloudy ....
M. cold ....

M. Yesterday, it rained all day.
F. snowed ....
F. it was chilly ....
F. it was so hot ....

F. The weather was nice last week.
M. terrible ....
M. awful ....
M. miserable ....

M. What will it be like tomorrow?
F. the day after tomorrow ....
F. next Sunday ....
F. the day of the picnic ....

F. It's going to snow tomorrow.
M. rain ....
M. sleet ....
M. hail ....
M. drizzle ....

M. It's cold today. What will it be like tomorrow?
F. hot ....
F. sunny ....
F. cloudy ....
F. windy ....
F. foggy ....

F. It's been cloudy all morning.
M. foggy ....
M. chilly ....
M. warm ....

M. It'll probably clear up this afternoon.

F. rain ....

F. snow ....

F. get colder ....

F. warm up ....

F. The days are getting hotter.

M. colder ....

M. warmer ....

M. cooler ....

M. longer ....

M. shorter ....

M. Today is the first day of spring.

F. summer ....

F. fall ....

F. winter ....

F. There's a cool breeze this evening, isn't there?

M. a strong wind ....

M. a gusty wind ....

M. a chilly breeze ....

M. It's cold today. What's the temperature?

F. hot ....

F. cool ....

F. warm ....

F. freezing ....

F. The temperature must be about 70 degrees.

M. 30 degrees ....

M. close to freezing ....

M. about 10 above zero ....

M. close to 100 degrees ....

F. Pronunciation drills. Listen and repeat:

M. keep
M. call
M. come
M. cat
F. back
F. cook
F. like
F. talk
F. keep
F. call
F. come
F. cat
M. back
M. cook
M. like
M. talk

F. Listen and repeat:

M. good
M. go
M. got
M. give
F. big
F. egg
F. dog
F. leg
F. good
F. go
F. got
F. give
M. big
M. egg
M. dog
M. leg

F. Now listen closely to the K and G sounds and repeat:

M. came - game
M. could - good
M. come - gum
M. Kay -gay
F. pick - pig
F. duck - dug
F. back - bag
F. sack - sag

M. Listen closely to final endings and repeat:

F. The kitten likes to drink milk.
F. Can you make cookies as good as the cook can?
M. Come, take a look at the new kitchen clock.
M. Jack has a black truck.

F. Final "s." Listen and repeat:

M. books
M. students
M. desks
F. doors
F. windows
F. names
M. classes
M. offices
M. pages
F. Three notebooks are in two desks.
F. Five teachers are in four classrooms.
F. The nurses are in these offices.
F. All desks have chairs.
M. Are those students engineers?

M. Are all classes in their classrooms?	....
M. All sentences have words.	....
M. The nurses are my friends.	....

F. Review of the past tense with "did."

F. Listen:

M. He left the office early.	F. Did he leave the office early?
M. He went to Chicago by plane.	F. Did he go to Chicago by plane?
M. The company paid for his trip.	F. Did the company pay for his trip?

M. Now, you ask the question. Begin with "did."

F. He left the office early.	M. Did he leave ....?
F. He went to Chicago by plane.	M. Did he go ....?
F. The company paid for his trip.	M. Did the company pay ....?
F. It rained hard last night.	M. Did it rain ....?
M. They talked for a long time.	F. Did they talk ....?
M. He arrived late for the lesson.	F. Did he arrive ....?
M. They spoke to him in Spanish.	F. Did they speak ....?
M. Everyone had a good time at the party.	F. Did everyone have ....?
F. They wrote a letter about it.	M. Did they write ....?
F. The telephone rang several times.	M. Did the telephone ring ....?
F. Helen finally answered it.	M. Did Helen answer ....?
F. The teacher became angry.	M. Did the teacher become ....?
M. She sent John from the room.	F. Did she send ....?
M. Everyone began to laugh.	F. Did everyone begin ....?
M. The ball broke the window.	F. Did the ball break ....?
M. The child fell from the tree.	F. Did the child fall ....?
F. The mailman put the mail on Mr. Smith's desk.	M. Did he put ....?
F. Ruth passed all her examinations.	M. Did Ruth pass ....?
F. She took the cmildren to the rodeo.	M. Did she take ....?

F. Listen:

M. He left for Chicago last night. F. When did he leave for Chicago?	M. (when) ....
M. She saw him on Main Street. F. Where did she see him?	M. (where) ....

M. He put the book on the desk. F. Where did he put the book?	M. (where) ....
M. They lived in Texas for ten years. F. How long did they live in Texas?	M. (how long) ....

M. Now, you ask the question:

F. He left for Chicago last night.	M. (when) ....?
F. She saw him on Main Street.	M. (where) ....?
F. He put the book on the desk.	M. (where) ....?
F. They lived in Texas for ten years.	M. (how long) ....?
M. The plane arrived at ten.	F. (what time) ....?
M. They went to California by bus.	F. (how) ....?
M. Bill left because he was angry.	F. (why) ....?
M. They ate lunch in the cafeteria.	F. (where) ....?
F. He met her on the corner.	M. (where) ....?
F. He brought his cousin with him.	M. (whom) ....?
F. He paid three dollars for the book.	M. (how much) ....?
F. Ruth lived there for five years.	M. (how long) ....?
M. They drove to Arizona in John's car.	F. (in whose car) ....?
M. She took the kids to the rodeo.	F. (where) ....?
M. They stayed for a long time.	F. (how long) ....?
F. She bought that dress down town.	M. (where) ....?
F. It cost 8 dollars.	M. (how much) ....?
F. The meeting began at ten.	M. (what time) ....?

F. Listen and repeat:

M. Up from the meadows rich with corn. ....
M. The breaking waves dashed high. ....
F. Behind him lay the gray Azores. ....
F. We hold these truths to be self-evident. ....
M. My fellow citizens of the world. ....
M. Listen my children and you shall hear. ....
F. Whose woods these are I think I know. ....
F. Thanks, thanks to thee, my worthy friend. ....
M. Against the earth's sweet flowing brast. ....
M. Our fortunes must be wrought. ....

F. And ever the stars above look down. ....

F. That the road passes on through the long afternoon. ....

M. And stretches away to the night. ....

M. For I have promises to keep. ....

F. And miles to go before I sleep. ....

F. And miles to go before I sleep. ....

M. This ends the lesson.

SEASONAL MATERIAL — APRIL

APRIL MUSIC

I'd like to spend April
Sitting on a hill,
With a mushroom for a parasol
And violets for a frill.
And the wind for a violin
To play spring tunes,
And the blossoms in the treetops
For gay balloons.
I'd like to spend April
Watching for the flowers to pop
Out of the ground.
With their green silk stockings
And their new spring clothes,
Trying to look taller
By dancing on their toes!

— Aileen Fisher

LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat,
Away Robin ran
Says Little Robin Redbreast,
"Catch me if you can."

— Unknown

THE ROBIN'S SONG

Robin is singing, a song of cheer,
Telling us that the spring is here,
High in the top of an old oak tree,
His tiny throat is bursting with glee.
Hark! He is singing, cheerie, cheerie,
Happy springtime is here, cheerie!

— Unknown

BEWARE THE RAIN!

Don't underrate the rain,
It's here to stay.
You may think: at last it's gone!
On a sunny day,
But far beneath the ground
In a creviced hole,
It blindly burrows deep,
Like a silver mole,
Until it finds a river
Underground,
And adds its somber singing
To the rush of sound.
When, surfacing, it crowds
Past brimming banks,
It builds a force for which
Strong men give thanks.
But soon it bursts into
The chafing sea,
Where drop cavorts with drop,
Tempestuous, free.
And one day, as you stand
Beguiled by the sun,
A thousand drops creep upward,
One by one,
Wrap themselves in cloud,
Unseen by man,
Ride the dragon wind
To his lair, and then —
With a sudden, mighty clap
Of rousing thunder,
Leap down upon our banks
To rain us under!

— Lou Ann Welte

BASEBALL

Spring is the time, the only time,
When baseball comes around.
It is the greatest, neatest time,
To give home plate a pound.
And now I'm in the batter's box,
And boy, do I feel great.
The fielders turn their heads as if to say,
"Okay, just wait."
Then the pitcher gets all tense,
The catcher pounds his mitt,
The ball comes sailing through the air,
Oh good, that's great, I've hit!
I run right on to second,
My teammate makes a run,
That finishes the inning,
But wait, the score, we've won!

— Hunt Dyar

AN INDIAN PRAYER

"Oh Great Spirit, whose voice I hear in the winds, and Whose breath gives life to all the World, hear me.

"I come before You, one of Your many children. I am small and weak. I need Your strength and Wisdom.

"Let me walk in beauty and make my eyes ever behold the red and purple sunset. Make my hands respect the things You have made, my ears sharp to hear Your voice.

"Make me wise, so that I may know the things You have taught my people, the lesson You have hidden in every leaf and rock.

"I seek strength not to be superior to my brothers, but to be able to fight my greatest enemy — myself.

Make me ever ready to come to You with clean hands and straight eyes, so when life fades as a fading sunset, my spirit may come to You without shame."

YELLOW LARK,

Sioux Indian Chief

THE NAVAJOS

The Navajo Indian Tribe presents one of the puzzles of America in the 20th century.

Other Indians have "vanished". Not the Navajo. They now number nearly 97,000 and are increasing three times as fast as the rest of the U.S. population.

Other Indians have lost their native language. Not the Navajo. Most adults speak only a few words of English.

Other Indians have lost all or part of their ancient hunting grounds. Not the Navajo. Since their treaty with the United States in 1868, they have increased the size of their reservation four times, from 3 1/2 million acres to almost 16 million acres.

Other Indians have deserted their loghouses or tepees for more modern housing. But most Navajo families still live several miles from their nearest neighbors in hogans—windowless mud and log huts with earth floors.

But take a look at the isolation of Navajoland and you begin to solve the puzzzle of the primitive Navajo.

Civilization has moved along the world's waterways, railroads, highways. Up to now, the Navajos have found themselves by-passed by all of these. Nor have they seen much of other modern miracles; electric power, the telephone, television.

NAVAJO HISTORY.

The Navajos, ethnologists believe, descend from a nomadic people who relied on hunting for their livelihood. They speak a variant of the Athabascan tongue, a language one can still trace through Indian tribes residing in Oregon, British Columbia, and the interior of Alaska.

The Navajos (who call themselves "Dineh"—The People) migrated to the Southwest in possibly the 16th century (though Navajo mythology says the people have always been here). When they settled in what is now northern New Mexico, The People showed themselves progressive and adaptable, adopted the agricultural ways of the Pueblo Indians.

By the late 16th century, early Spanish explorers mistook them for Apaches (indeed, their languages are alike) and called them "Apache de Navahu"—The Apaches of the cultivated fields.

By the beginning of the 17th century, the Navajos had shifted their ways again. They began to acquire horses and sheep and goats from the Spaniards, and by 1860 when the Pueblo Indians revolted and droveout the Spanish, the Navajos had adopted a pastoral culture, had learned to love the sheep that provided them with food and clothing.

The Navajo lived for the next 200 years in their quiet canyons and fertile valleys, left them only for occasional raids on Indian pueblos.

Following the Indian wars, U.S. Army General Willianm Tecumseh Sherman signed a treaty with Navajo leaders at Fort Sumner in 1868. The Navajos agreed to return to some 3 1/2 millions acres in the Canyon de Chelly area and keep peace with other Indian tribes. In turn, the United States agreed to give them 30,000 head of sheep and goats.

Successive presidental orders gave the Navajos more area. Even so, under their pastoral economy, the Navajos did not have enough land. Livestock herds steadily devoured range grasses, and heavy rains of the 1880's produced widespread erosion.

But the People kept pretty much to their old ways. They continued to eke out a living from sheep raising, a litle melon and squash culture, rug weaving, silversmitning, part-time farm and railroad work off the reservation.

SOCIAL REVOLUTION.

Then came World War II. Railroads and war industries needed manpower and recruited more thon 1,500 Navajos. Thirty-five hundred joined the Army, Navy, and Marines. The Navajos made an outstanding contribution to the war effort. Navajo Marines in the South Pacific developed a code in their own Navajo language. The Japanese never cracked it.

But when the People returned to the reservation at war's end, they had seen too much to go back to the life they once knew. They were psychologically ready to span the standstill of centuries in a decade. And a combination of happy circumstances occurred to help them do it.

Big drilling companies discovered oil, paid the Tribe milions for rights to its latent oil reserves, and more millions for royalities on the oil they pumped to New Mexico and the West Coast.

The U.S. Government set up the Indian Claims Commission to settle all American Indian claims against the United States and told the Navajos to hire themselves an attorney to prepare their case.

And Congress, in the midst of big spending for post-war foreign aid, was appraised of the plight of the Navajo at home and voted 88 million in 1950 for Navajo-Hopi rehabilitation.

Oil. Legal rights. Federal funds. This amalgam has created a revolution among The People.

The Tribe, for so many years a loose association of families, has achieved a sense of awareness. With its mineral revenues, it has been able to set up its own government under the leadership of the Chief Executive, Chairman, Navajo Tribe, police, courts, industry, and take over functions long delegated to the Bureau of Indian Affairs.

Although the United States committed itself in the 1868 treaty to supply a schoolroom and teacher for every 30 Navajo children, Navajos largely resisted schooling for their children. When the war opened The People's eyes to life outside the reservation and more federal funds were made available, the education explosion began. As late as 1950, anly 12,000 children were in school. Now practically all Navajo children (some 30,000) attend schools on the reservation and its periphery.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking review practice discussing the weather: final /k/ /g/ final /s/ /z/ /iz/ "did" with the past questions and answers	Familiarize common expressions and vocabulary about the weather; try to develop an awareness of humor in reading excerpts. Consider completions of last lines of Limericks. Written drills involving past of irregular verbs may be helpful. Script *B-14* has suggestions.	Convers. dialogue: *Getting A Room at the Hotel;* follow-up comprehension questions: subst. dialogue about the weather; pronunc. drills with the /k/ /g/ and final "s" review of past with "did" question-ans. exchanges with "did". Recording: *Declaration of Independence, Preamble to the Constitution.*	Tape *B-14-V:* Listen to Dialogue Convers. about the Weather; pronunc. drills: /k/ /g/ Final "s"; past with "did". *Decl. of Indep.* *Const. Preamble* (model tape)
SESSION 2	Review: Speaking practice with troublesome sounds: "ed," final "s," "th" "did" with past tense	This is another in a series of review drill exercises prepared to reinforce previous lessons. Script *E-2* provides some suggested drills. Consider practicing the most prevalent weaknesses. Quizzes to promote listening discrimination may be helpful.	Intensive practice listening and producing those sounds that give most trouble /t/ /d/ /id/ (*ed* endings); /s/ /z/ /iz/ ("s" endings); pluralization and 3rd person singular verbs; /θ/ and /ð/ (with emphasis on the voiced; the voiceless gives little trouble). Recording: *Hiamovi's speech.*	Tape *E-2:* Review of Troublesome sounds; "ed," final "s," "th," "did" with past. *Quotations from Indian Chiefs* (model tape) student's choice
SESSION 3	Review: Speaking practice with the past tense of common irregular verbs.	A continuation of the review series reinforcing previous learnings: drills and exercises are included in Script *A-3.* Most help is needed in changing the preterit to the correct form using "did." Consider the value of an intensive session to teach and review this very troublesome learning.	The entire lab taped lesson involves the use of the past tense with "did": *changing present to preterit; *answering "did" questions with yes and the preterit rapid changes from present to preterit; changing "did" questions to "yes" answers with the preterit.	Tape *E-3:* Review: Past Tense of Irregular Verbs (model tape) *Kennedy's Inaug.* *Boy's Prayer* Student's Choice

Week's Lessons Follow

M. Tape E-2

REVIEW TROUBLESOME SOUNDS:
"ED," FINAL "S," "TH," "DID" WITH PAST TENSE

M. This is a rapid review of many of your previous lessons. Try to keep up in a strong, clear voice.

F. Final "ed." Listen and repeat:

M. wished ....
M. watched ....
M. stopped ....
M. liked ....
F. laughed ....
F. passed ....
F. helped ....

M. raised ....
M. lived ....
M. robbed ....
M. seemed ....
F. learned ....
F. showed ....
F. drowned ....

M. wanted ....
M. waited ....
M. seated ....
M. decided ....
F. repeated ....
F. painted ....
F. attended ....

M. Now, listen closely for endings and repeat:

F. wished ....
F. stayed ....
F. watched ....
M. needed ....
M. laughed ....

M. lived ....
F. burned ....
F. learned ....
F. liked ....
F. used ....

M. repeated ....
M. helped ....
M. showed ....
M. called ....

F. Listen and repeat:

M. I helped him and he thanked me. ....
M. He decided he needed to learn English. ....
M. I telephoned you, but he answered. ....
M. He liked her and asked her name. ....
F. I invited her, but she visited you. ....
F. She loved dramatics and studied hard. ....
F. He attended the meeting and kept notes. ....

F. The final "ed."

F. Listen and repeat:

M. helped
M. liked
M. picked
M. loved
F. believed
F. telephoned

F. I helped him and he thanked me.
F. He liked her and asked for her name.
F. He picked her and asked her name.
F. She loved Spanish and always studied hard.
M. I believed you when you called last night.
M. I telephoned you, but he answered.

F. invited M. I invited her, but she visited you.
F. decided M. He decided he needed to learn English.
F. painted M. I painted the room; she wanted it green.

M. Pronunciation review. The final "s" sound. Listen and repeat:

F. The first colonies were in the 17th and 18th centuries. ....
F. Later these colonies became the first thirteen states. ....
F. Life in the United States was very different then. ....
F. The first settlers had no roads through the forests. ....
M. There were no houses or towns. ....
M. The settlers made their houses themselves. ....
M. The early settlers had other problems. ....
M. They made clothes from the skins of animals. ....
F. They learned these things from the Indians. ....
F. The Indians taught many helpful things. ....
F. The life of hard work continued for many years. ....
F. New lands brought new problems. ....
F. The history of the United States began when these settlers built their first cabins.
....

M. Now, pluralize these nouns:

F. stamp ....
F. seat ....
F. photograph ....
F. satellite ....
F. headache ....
M. snake ....
M. tape ....
M. book ....
M. check ....
M. test ....
M. desk ....

F. egg ....
F. song ....
F. pencil ....
F. name ....
F. egg ....
M. pencil ....
M. ear ....
M. stair ....
M. wife ....
M. eye ....
M. pencil ....

F. match ....
F. garage ....
F. quiz ....
F. tax ....
F. change ....
M. kiss ....
M. language ....
M. college ....
M. match ....
M. horse ....
M. language ....

M. Irregular verbs, listen:

F. I went M. Did you go?
F. He came M. Did he come?
F. They sang M. Did they sing?

M. Now, follow the example. You ask the question. Begin with "did."

F.	I went	M.	go ....
F.	He came	M.	come ....
F.	They sang	M.	sing ....
F.	I drove	M.	drive ....
M.	She bought it	F.	buy ....
M.	I slept	F.	sleep ....
M.	Bill brought it	F.	bring ....
M.	We told them	F.	tell ....
M.	I understood	F.	understand ....
M.	I thought	F.	think ....
M.	Bill did it	F.	do ....
M.	We began	F.	begin ....
M.	Ted fought	F.	fight ....
F.	She wore it	M.	wear ....
F.	He threw it	M.	throw ....
F.	I wrote	M.	write ....
F.	He stole it	M.	steal ....
F.	She said so	M.	say ....
M.	Ruth spoke	F.	speak ....
M.	I swept	F.	sweep ....
M.	We met them	F.	meet ....
M.	I forgot	F.	forget ....
M.	She felt sick	F.	feel ....
F.	He ate	M.	eat ....
F.	Bill drew it	M.	draw ....
F.	I saw Fred	M.	see ....
F.	She rode with me	M.	ride ....
F.	The bell rang	M.	ring ....
M.	We won	F.	win ....
M.	I stood there	F.	stand ....
M.	I read it	F.	read ....
M.	He knew her	F.	know ....
M.	She fell	F.	fall ....

F. The dog bit me	M. bite ....
F. I meant it	M. mean ....
F. He shot the deer	M. shoot ....
F. He made it	M. make ....
F. It began already	M. begin ....

F. Listen:

M. I didn't get up early today.
F. I didn't get up early today, but I got up early yesterday.
M. I didn't go to school today.
F. I didn't go to school today, but I went to school yesterday.
M. I didn't drive today.
F. I didn't drive today, but I drove yesterday.

M. Now, you finish the sentences:

M. I didn't get up early today.	F. got up ....
M. I didn't go to school today.	F. went ....
M. I didn't drive today.	F. drove ....
M. I didn't write home today.	F. wrote ....
M. I didn't eat breakfast today.	F. ate ....
F. I didn't meet her today.	M. met ....
F. I didn't see Tom today.	M. saw ....
F. I didn't speak to her today.	M. spoke ....
F. I didn't drink milk today.	M. drank ....
F. I didn't get up early today.	M. got up ....
M. I didn't go to school today.	F. went ....
M. I didn't drive today.	F. drove ....
M. I didn't write home today.	F. wrote ....
M. I didn't eat breakfast today.	F. ate ....
M. I didn't meet her today.	F. met ....
F. I didn't see Tom today.	M. saw ....
F. I didn't speak to her today.	M. spoke ....
F. I didn't drink milk today.	M. drank ....

M. Now, I'll give the answers, you ask the questions. For example:

M. Yes, I began the lesson.	F. Did you begin the lesson?
M. Yes, Bill came here.	F. Did Bill come here?

M. Now, you ask the questions:. Begin with "did."

M. Yes, I began the lesson.	F. begin ....
M. Yes, Bill came here.	F. come ....
M. Yes, I bought the radio.	F. buy ....
M. Yes, I did some shopping.	F. do ....
F. Yes, I drove to the city.	M. drive ....
F. Yes, I ate in town.	M. eat ....
F. Yes, I felt ill.	M. feel ....
F. Yes, I found out his address.	M. find out ....
M. Yes, I told him about it.	F. tell ....
M. Yes, I lost my watch.	F. lose ....
M. Yes, I met Mr. White.	F. meet ....
M. Yes, I spoke to Ruth.	F. speak ....
F. Yes, I spent my money.	M. spend ....
F. Yes, I wore my new coat.	M. wear ....
F. Yes, I wrote home.	M. write ....

F. Listen and repeat:

M. thin - sin ....
M. thick - sick ....
M. mouse - mouth ....
M. miss - myth ....
M. pass - path ....
M. Z - thee ....
F. whiz - with ....
F. breeze - breathe ....
F. bays - bathe ....
M. tense - tenth ....
M. mouth - mouse ....
M. myth -miss ....
M. path - pass ....
M. tenth - tense ....
M. thee - Z ....
F. with - whiz ....
F. breathe - breeze ....
F. bathe - bays ....

F. Listen and repeat:

M. the ....
M. there ....
F. mother ....
F. brother ....
M. leather ....
M. bother ....

F. Pronunciation review, the "TH" sound. Listen and repeat:

M. Their car is better than this one. ....
M. They don't know whether they can go in such weather. ....
M. These boys resemble their father and their mother. ....

M. If they do that, they'll have no further trouble.

F. Those boys over there are brothers.

F. Neither of them wanted to go with their mother.

F. They hadn't seen each other since then.

F. My brothers did that themselves.

M. this

M. that

M. these

M. those

F. neither

F. further

F. whether

F. father

M. with

M. bathe

M. smooth

M. breathe

F. they - day

F. their - dare

F. though - dough

F. thank - Dan

M. that - sat

M. these - seize

M. those - sews

M. they've - save

F. Listen and repeat:

M. I didn't know whether he was your father or brother.

M. It was difficult for them to breathe in such cold weather.

F. My brother would rather sleep than eat.

F. You can choose either one or the other.

F. Listen and repeat:

M. A person's own language plays a very strong part in his young life.

M. I know not what course others may take.

M. It is for us, the living, rather —

M. My fellow citizens of the world —

F. The breaking waves dashed high.

F. Blowing over the meadows brown —

F. The British Regulars fired and fled.

F. Our fortunes must be wrought.

F. I have promises to keep.

F. And miles to go before I sleep.

F. And miles to go before I sleep.

F. Up from the meadows rich with corn.

F. You must develop patience with steady practice.

F. Is life so dear or peace so sweet, as to be purchased at the price of chains and slavery?

F. It is rather for us to be here dedicated to the great task remaining before us.
....

M. That to secure these rights, governmennts are instituted among men. ....
M. My fellow citizens of the world. ....
M. The breaking waves dashed high. ....
M. Crossing the fields to emerge again — ....
F. The hurrying hoof beats of the steed — ....
F. And the midnight message of Paul Revere — ....
F. Against the earth's sweet flowing — ....
F. It sounds to him like her mother's voice. ....
M. But I have promises to keep. ....
M. And miles to go before I sleep. ....
M. And miles to go before I sleep. ....

F. This ends the lesson.

M. Tape E-3

PAST TENSE OF IRREGULAR VERBS: REVIEW

M. Listen:

F.	She writes many letters.	M.	She wrote many letters.
F.	I read the Tribune every morning.	M.	I read the Tribune every morning.
F.	She drinks milk with her meals.	M.	She drank milk with her meals.

M. Now, you change to past. This drill will be very rapid:

F.	She writes many letters.	M.	wrote ....
F.	I read the Tribune every morning.	M.	read ....
F.	She drinks milk with her meals.	M.	drank ....
F.	He buys many books.	M.	bought ....
F.	He has many friends.	M.	had ....
M.	John sits in this seat.	F.	sat ....
M.	He eats lunch in the cafeteria.	F.	ate ....
M.	I get up early every morning.	F.	got up ....
M.	He speaks English well.	F.	spoke ....
M.	She comes to school by bus.	F.	came ....
F.	They have a new car.	M.	had ....
F.	John always drinks coffee for lunch.	M.	drank ....

F. I always sit near the window.	M. sat
F. They speak Spanish.	M. spoke
F. He gets up at ten.	M. got up
M. We eat in town.	F. ate
M. He reads many books.	F. read
M. I buy my groceries downtown.	F. bought
M. We write our exercises in ink.	F. wrote

M. Listen:

F. Did he go to school by bus?
M. Yes, I'm sure he went by bus.

F. Did you hear someone in the next room?
M. Yes, I'm sure I heard someone.

F. Did she feel well after the operation?
M. Yes, I'm sure she felt well after the operation.

M. Now, follow the example. Begin with "Yes, I'm sure . . .":

F. Did he go to school by bus?	M. went
F. Did you hear someone in the next room?	M. heard
F. Did she feel well after the operation?	M. felt
F. Did Ruth ride the bus yesterday?	M. rode
F. Did you see Bill at the game?	M. saw
M. Did the lesson begin on time?	F. began
M. Did Fred know Ted?	F. knew
M. Did the train leave at ten?	F. left
M. Did that sweater cost fifteen dollars?	F. cost
M. Did they sell film in that store?	F. sold
F. Did he understand what I said?	M. understood
F. Did you see him last night?	M. saw
F. Did he leave at seven?	M. left
F. Did the movie begin at eight?	M. began
F. Did she tell you about it?	M. told
F. Did you ride over that route?	M. rode

F. Listen:

M. write	F. wrote
M. buy	F. bought
M. read	F. read

F. Now, let's review. You give the past. Try to keep up. This will be very rapid:

M. write ....
M. buy ....
M. read ....
M. eat ....
M. get up ....
M. speak ....
M. sit ....
F. drink ....
F. have ....
F. come ....
F. speak ....
F. get up ....

F. eat ....
F. sit ....
M. have ....
M. buy ....
M. drink ....
M. read ....
M. write ....
M. ride ....
M. tell ....
F. begin ....
F. leave ....
F. see ....

F. understand ....
F. sell ....
F. cost ....
F. leave ....
M. know ....
M. begin ....
M. see ....
M. ride ....
M. feel ....
M. hear ....
M. go ....

F. Listen:

M. Did she sing?	F. She sang.
M. Did he take it?	F. He took it.
M. Did she bring it?	F. She brought it.

F. Now, follow the example. Put the verb in the past:

M. Did she sing?	F. sang ....
M. Did he take it?	F. took ....
M. Did she bring it?	F. brought ....
M. Did you forget?	F. forgot ....
M. Did he teach?	F. taught ....
M. Did you lose?	F. lost ....
F. Did the bell ring?	M. rang ....
F. Did it become warm?	M. became ....
F. Did you make it?	M. made ....
F. Did she find it	M. found ....
F. Did they shake hands?	M. shook ....
M. Did they catch him?	F. caught ....
M. Did he fight?	F. fought ....
M. Did you think so?	F. thought ....
M. Did she become tired?	F. became ....
M. Did he take three?	M. caught ....

F. Did they forget?	M. forgot ....
F. Did the phone ring?	M. rang ....
F. Did they sing?	M. sang ....

F. Listen:

M. I meet her in the movie.	F. I met her in the movie.
M. She drives to work.	F. She drove to work.
M. The wind blows hard.	F. The wind blew hard.

F. Now, let's continue. You put it in the past. Speak quickly; you won't have much time:

M. I meet her in the movie.	F. met ....
M. She drives to work.	F. drove ....
M. The wind blows hard.	F. blew ....
M. We sleep late.	F. slept ....
M. The kid hits his dog.	F. hit ....
M. She sweeps the place.	F. swept ....
F. John does his homework.	M. did ....
F. He never steals.	M. stole ....
F. I mean something different.	M. meant ....
F. This knife cuts well.	M. cut ....
F. She shuts the windows.	M. shut ....
M. The fence keeps them out.	F. kept ....
M. Bill sleeps late.	F. slept ....
M. George does me favors.	F. did ....
M. They often meet downtown.	F. met ....
M. He drives to school.	F. drove ....

M. All right; let's review, listen:

F. meet	M. met
F. drive	M. drove
F. blows	M. blew

M. Now, you continue; put it in the past:

F. meet ....
F. drive ....
F. blows ....
F. sleep ....
F. hits ....
M. sleeps ....
M. does ....
M. meet ....
M. drives ....
F. sing ....
M. catch ....
M. shake ....
M. find ....
M. make ....
M. become ....

F. sweeps ....
F. does ....
F. steals ....
M. mean ....
M. cuts ....
M. shuts ....
M. keeps ....
F. ring ....
F. forget ....
F. catch ....
F. take ....
F. become ....
F. think ....
F. fight ....
M. ring ....
M. lose ....
M. teach ....
F. bring ....
F. take ....
F. sing ....

M. Listen:

F. Mr. Smith flew to Chicago last week.
M. Did Mr. Smith fly to Chicago last week?
F. I lent him the money to buy a radio.
M. Did you lend him the money to buy a radio?
F. The child ran and hid behind the tree.
M. Did the child run and hide behind the tree?

M. Now, you ask the question. Begin with "did":

F. Mr. Smith flew to Chicago last week. M. fly ....
F. I lent him the money. M. lend ....
F. The child ran and hid behind the tree. M. run & hide ....
F. We spent two weeks in California last summer. M. spend ....
F. These flowers grew in my garden. M. grow ....
M. The policeman shot the man. F. shoot ....
M. The teacher became angry. F. become ....
M. She threw our compositions in the basket. F. throw ....
M. Helen fell and hurt her arm. F. fall & hurt ....
M. I paid fifty cents for that book. F. pay ....
F. John said that he was too busy. M. say ....
F. Grace wore an attractive hat. M. wear ....
F. They sent us some presents. M. send ....
F. My mother held my arm tightly. M. hold ....
F. We won every game. M. win ....
M. I grew up in Texas. F. grow up ....
M. The policemen held back the crowd. F. hold back ....
M. She ran away from home. F. run away ....

M. Now, to review the entire lesson, I'm going to give you many regular and irregular verbs. See if you are able to rapidly give the past for each: For example, listen:

F. go	M. went
F. need	M. needed
F. take	M. took

M. Now, you continue; give the past:

F. go ....
F. need ....
F. take ....
F. teach ....
F. tell ....
M. think ....
M. hear ....
M. write ....
M. count ....
M. have ....
F. break ....
F. prepare ....
F. work ....
F. sweep ....
F. steal ....
F. stand ....
M. sleep ....
M. paint ....
M. push ....
M. pull ....
M. sleep ....
F. blow ....

F. sit ....
F. sing ....
F. come ....
F. shot ....
F. shake ....
M. sell ....
M. see ....
M. ring ....
M. ride ....
M. read ....
F. begin ....
F. put ....
F. visit ....
F. study ....
F. live ....
F. meet ....
M. mean ....
M. make ....
M. lose ....
M. leave ....
M. know ....
F. become ....

F. keep ....
F. be ....
F. like ....
F. hit ....
F. want ....
M. give ....
M. get ....
M. forget ....
M. find ....
M. fight ....
F. start ....
F. feel ....
F. eat ....
F. drive ....
F. drink ....
F. do ....
M. cut ....
M. cost ....
M. catch ....
M. buy ....
M. spring ....
F. stop ....

M. This ends the lesson.

DECLARATION OF INDEPENDENCE

July 4, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That, whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

PREAMBLE TO THE CONSTITUTION OF THE UNITED STATES

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Quotations from American Indian Chiefs:

HIAMOVI — The Cheyennes

"Long ago, the Great Mystery caused this land to be and made the Indians to live in this land. Well has the Indian fulfilled all the intent of the Great Mystery for him . . .

Once, only Indians lived in this land. Then came strangers from across the great water. No land had they; we gave them our land. No food had they; we gave them our corn. The strangers are become many and they fill all the country. They dig gold — from my mountains; they rear cities — of my stones and rocks; they make fine garments — from the hides and wool of animals that eat my grass. None of these things that make their riches did they bring with them from beyond the great water; all comes from my land, the land the Great Mystery gave to the Indians.

And when I think of this, I know that it is right even so. In the heart of the Great Mystery, it was meant that stranger — visitors — my friends across the great waters — should come to my land; that I should bid them welcome; that all men should sit down with me and eat together of my corn. It was meant by the Great Mystery that the Indian should give to all people.

But the white man has never known the Indian. It is thus: there are two roads, the white man's road and the Indian's road. Neither traveller knows the road of the other.

A little while, and the old Indians will no longer be and the young will be even as white men. When I think, I know that is in the mind of the Great Mystery that white men and Indians who fought together should now be one people.

There are birds of many colors — red, blue, green, yellow — yet all one bird.

There are horses of many colors — brown, black, yellow, white — yet all one horse.

So cattle — so all living things — animals, flowers, trees.

So men; in this land where once were only Indians, are now men of every color — white, black, yellow, red — yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right thus.

And everywhere there should be peace."

— Hiamovi, A Chief of the Cheyennes

SURRENDER SPEECH

Chief Joseph, Nez Perce to
Major General O. O. Howard,
Bear Paw Mountains, Montana

October 5, 1877

"Tell General Howard I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Too-hul-hul-sote is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are — perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever."

THOMAS JEFFERSON
(1743 - 1826)

Rosemary and Stephen Vincent Benet

Thomas Jefferson,
What do you say
Under the gravestone
Hidden away?

"I was a giver,
I was a moulder,
I was a builder
With a strong shoulder."

Six feet and over,
Larged-boned and ruddy
The eyes grey-hazel
But bright with study.

The big hands clever
With pen and fiddle
And ready, ever,
For any riddle.

From buying empires
To planting 'taters,
From Declarations
To trick dumbwaiters.

"I liked the people,
The sweat and crowd of them
Trusted them always
And spoke aloud of them.

"I liked all learning
And wished to share it
Abroad like pollen
For all who merit.

"I liked fine houses
With Greek pilasters
And built them surely,
My touch a master's.

"I liked queer gadgets
And secret shelves,
And helping nations
To rule themselves.

"Jealous of others?
Not always candid?
But huge of vision
And openhanded.

"A wild-goose chaser?
Now and again,
Build Monticello,
You little men!

"Design my plow, sirs,
They use it still,
Or found my college
At Charlottesville.

"And still go questing
New things and thinkers,
And keep as busy
As twenty tinkers.

"While always guarding
The people's freedom —
You need more hands, sir?
I didn't need 'em.

"They call you rascal?
They called me worse.
You'd do grand things, sir,
But lack the purse?

"I got no riches.
I died a debtor.
I died free-hearted
And that was better.

"For life was freakish
But life was fervent,
And I was always
Life's willing servant.

"Life, life's too weighty?
Too long a haul, sir?
I lived past eighty.
I liked it all, sir."

BEWARE THE RAIN!

Don't underrate the rain,
It's here to stay.
You may think: at last it's gone!
On a sunny day,
But far beneath the ground
In a creviced hole,
It blindly burrows deep,
Like a silver mole,
Until it finds a river
Underground,
And adds its somber singing
To the rush of sound.
When, surfacing, it crowds
Past brimming banks,
It builds a force for which
Strong men give thanks.
But soon it bursts into
The chafing sea,
Where drop cavorts with drop,
Tempestuous, free.
And one day, as you stand
Beguiled by the sun,
A thousand drops creep upward,
One by one,
Wrap themselves in cloud,
Unseen by man,
Ride the dragon wind
To his lair, and then —
With a sudden, mighty clap
Of rousing thunder,
Leap down upon our banks
To rain us under!

— Lou Ann Welte

BASEBALL

Spring is the time, the only time,
  When baseball comes around.
It is the greatest, neatest time,
  To give home plate a pound.
And now I'm in the batter's box,
  And boy, do I feel great.
The fielders turn their heads as if to say,
  "Okay, just wait."
Then the pitcher gets all tense,
  The catcher pounds his mitt,
The ball comes sailing through the air,
  Oh good, that's great, I've hit!
I run right on to second,
  My teammate makes a run,
That finishes the inning,
  But wait, the score, we've won!

— Hunt Dyar

LANGUAGE LESSON PLANS **FOR LAB II** **THIRTY-SECOND WEEK**

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Review: Speaking practice with the past tense of common irregular verbs.	A continuation of the review series reinforcing previous learnings: drills and exercises are included in Script *A-3*. Most help is needed in changing the preterit to the correct form using "did." Consider the value of an intensive session to teach and review this very troublesome learning.	The entire lesson involves the use of the past tense & tense changes (present to past): *changing present to preterit; *answering "did questions with "yes" and the preterit; *changing present or past statements to "did" questions. Record: *Typical American*	Tape *E-3:* Review: Past Tense of Irregular Verbs (model tape) *Typical American* Student's choice
SESSION 2	Review: Speaking practice with: "ed" finals comparative adv. & adj. opposites 3rd person singular (s)	Select any of the techniques you found most effective in discriminating and producing the "ed"; consider oral or written drills to review the use of the comparative form of adj. or adv.; familiarize with common opposites: rapid oral response to lists is a worthwhile procedure; encourage an awareness to 3rd person singular "s" endings.	Review of troublesome sounds; Discrimination and production drills using "ed" verb endings; Pattern drills involving the use of comparative forms of adj. and adv.; exercises changing 1st to 3rd person singular; vocabulary lesson teaching common opposites.	Tape *E-4:* "ed" finals; compar. adv. and adj. opposites; 3rd person singular changes. *Flanders Fields* *Little Boy Blue* *Nancy Hanks* (model tape)
SESSION 3	Experiment: Student-conducted lesson: warm-up, lesson, follow-up directed by volunteer.	The lab lesson and its contents and direction will be carried on by one of the students who volunteered to do it at the last session. It may be worthwhile to try this from now till the end of school if it's effective. (occasionally or regularly) Insist on critical standards.	A student-directed lesson will be tried twice, then evaluated. The instructor sits in class while the "teacher" conducts a preplanned lesson which includes: choice of readings, instructional tape, and recording selections. Guide closely so that the next session will go smoother.	Tape: (student's choice) Readings: (student's choice) Model tape: (student's choice)

Week's Lessons Follow

M. Tape E-4

REVIEW OF TROUBLESOME SOUNDS; "ED"; "FINALS"; COMPARATIVE ADVERBS AND ADJECTIVES; OPPOSITES, THIRD PERSON SINGULAR

M. This is a rapid review of many of your previous lessons. Try to keep up in a strong, clear voice.

M. Listen. You will hear a verb with an "ed" ending. After you hear the word, say, "d," "t," or "id," whichever sound you think you hear. Here we go:

M. ended	....	F. id	M. showed	....	F. d
M. filled	....	F. d	M. seemed	....	F. d
M. counted	....	F. id	M. worked	....	F. t
M. rented	....	F. id	M. washed	....	F. t
M. needed	....	F. id			

F. Now, you're on your own. Let's continue:

M. wanted ....
M. waited ....
M. walked ....
M. stopped ....
M. spelled ....
M. landed ....
M. used ....
M. mailed ....
M. handed ....
F. smoked ....
F. rented ....

F. pointed ....
F. asked ....
F. danced ....
F. crossed ....
F. pulled ....
F. earned ....
F. painted ....
M. talked ....
M. learned ....
M. parted ....

M. picked ....
M. looked ....
M. boiled ....
M. burned ....
M. touched ....
F. lived ....
F. liked ....
F. lasted ....
F. closed ....
F. changed ....

F. Now, you sound the past tense with an "ed" ending. For example, listen:

M. end	F. ended
M. fill	F. filled
M. count	F. counted
M. rent	F. rented

F. Now, follow the example:

M. end ....
M. fill ....
M. count ....
M. rent ....

M. need ....
M. show ....
M. seem ....
M. work ....

F. wash ....
F. want ....
F. wait ....
F. walk ....

F. stop ....
F. spell ....
F. smoke ....
F. rent ....
M. point ....
M. ask ....
M. dance ....
M. talk ....
M. learn ....
M. part ....
M. pick ....
M. look ....
F. live ....
F. like ....
F. last ....
F. close ....
F. change ....
F. land ....
F. use ....
F. mail ....
M. hand ....
M. cross ....
M. pull ....
M. earn ....
M. paint ....
M. boil ....
M. burn ....
M. touch ....

M. Comparison of adjectives and adverbs.

M. Listen:

F. Chicago is big.	M. New York
F. New York is bigger.	M. bigger
F. Helen is intelligent.	M. her sister
F. Her sister is more intelligent.	M. more intelligent
F. Bill arrived early.	M. Jim
F. Jim arrived earlier.	M. earlier

M. Now you follow the example, giving the comparative form of the adjective:

F. Chicago is big.	M. New York	M. bigger
F. Helen is intelligent.	M. her sister	M. more intelligent
F. Bill arrived early.	M. Jim	M. earlier
F. This book is interesting.	M. that one	M. more interesting
F. Main Street is wide.	M. State Street	M. wider
F. This lesson is easy.	M. the last one	M. easier
F. She sings beautifully.	M. her sister	M. more beautifully
F. John drives fast.	M. his father	M. faster
F. Ruth returned soon.	M. Mae	M. sooner
F. Fred speaks clearly.	M. Joe	M. more clearly
F. He goes there often.	M. she	M. oftener
M. John's pronunciation is good	F. yours	F. better
M. Today is cold.	F. yesterday	F. colder
M. Mary is busy.	F. Lena	F. busier
M. She prepares her lessons carefully.	F. He	F. more carefully
M. Helen works hard.	F. Marion	F. harder
M. Oranges are sweet.	F. cherries	F. sweeter
M. These prices are high.	F. those	F. higher

M. Now, as soon as you hear the word you give the comparative:

M. Reply quickly, try to keep up:

F. big ....
F. intelligent ....
F. early ....
F. interesting ....
F. wide ....
F. easy ....
F. beautiful ....
M. fast ....
M. soon ....
M. clearly ....
M. often ....
M. good ....

M. cold ....
M. busy ....
F. hard ....
F. carefully ....
F. sweet ....
F. high ....
F. tall ....
F. expensive ....
F. old ....
M. good ....
M. fast ....
M. soon ....

M. good ....
M. cold ....
M. quickly ....
M. easily ....
F. tired ....
F. rapidly ....
F. rich ....
F. beautiful ....
F. comfortable ....
F. peacefully ....
F. good ....

F. Third person singular.

F. Listen:

M. I study.	F. He studies.
M. I like.	F. He likes.
M. I play.	F. He plays.

F. Now, you change to third person by changing *I* to *he:*

M. I study. ....
M. I like. ....
M. I play. ....
M. I go. ....

F. I carry. ....
F. I show. ....
F. I watch. ....

M. Now, we're going to work it a bit differently.

M. Listen:

F. I study.	M. He studies science.
F. I like.	M. He likes dancing.
F. I play.	M. He plays basketball.

M. Now, you follow the example. Change *he* and put an object after the verb. Let's begin:

F. I study. ....
F. I like. ....
F. I play. ....
F. I carry. ....

M. I speak. ....
M. I notice. ....
M. I wash. ....
M. I catch. ....

F. I show. ....

F. I watch. ....

F. I teach. ....

M. I bring. ....

M. I leave. ....

M. I know. ....

M. Now, continue in the same way, but change *he* to *she*.

F. I see. ....

F. I pay. ....

F. I love. ....

F. I hate. ....

F. I miss. ....

F. I bring. ....

F. I want. ....

F. I use. ....

F. I miss. ....

F. I wash. ....

M. I fix. ....

M. I need. ....

M. I take. ....

M. I lose. ....

M. I know. ....

M. I teach. ....

M. I study. ....

M. I notice. ....

M. I watch. ....

M. I forget. ....

F. Opposites:

F. Listen to these opposites. After you hear them, you'll be asked to give them. Listen carefully:

M. tall	F. short	M. forward	F. backward
M. strong	F. weak	M. complicated	F. simple
M. everyone	F. no one	M. empty	F. full
M. together	F. alone	M. sweet	F. sour
M. false	F. true	M. straight	F. crooked
M. polite	F. rude	M. upper	F. lower
M. careful	F. careless	M. temporary	F. permanent
M. stop	F. start	F. follow	M. lead
M. remember	F. forget	F. comfortable	M. uncomfortable
M. wrong	F. right	F. front	M. back
M. early	F. late	F. raise	M. lower
M. sick	F. well	F. tragedy	M. comedy
M. homely	F. beautiful	F. same	M. different
F. broad	M. narrow	F. east	M. west
F. useless	M. useful	F. rise	M. set
F. increase	M. decrease	F. long	M. short
M. easy	F. difficult	F. lost	M. found
M. smooth	F. rough	M. double	F. single
M. loosen	F. tighten	M. private	F. public
M. wholesale	F. retail	M. light	F. dark
M. better	F. worse	M. former	F. latter
M. best	F. worst	M. drunk	F. sober
M. quiet	F. noisy	M. guilty	F. innocent
M. dry	F. wet	M. common	F. rare
M. tight	F. loose	M. deny	F. admit

M. Now, you give the opposites:

F. (Give the left of the pairs in the preceding list.)

M. Plurals: Give the plurals of the following nouns:

F. tomato ....
F. dish ....
F. child ....
F. city ....
F. book ....
F. knife ....
F. box ....
F. potato ....
F. class ....
F. bus ....
F. street ....
M. exercise ....
M. wish ....
M. copy ....
M. pen ....

M. key ....
M. church ....
M. hero ....
M. woman ....
M. piano ....
M. half ....
M. brother ....
F. leaf ....
F. dress ....
F. sister ....
F. match ....
F. letter ....
F. hat ....
F. man ....
F. lunch ....

F. foot ....
F. Negro ....
F. company ....
M. lady ....
M. mouse ....
M. wife ....
M. boy ....
M. monkey ....
M. kiss ....
M. face ....
M. dog ....
M. watch ....
M. tooth ....
M. window ....

F. To finish the lesson, let's have a rapid review of the final "ed" sound. Say "t" or "d" after you hear the word, whichever sound you hear:

M. lived ....
M. picked ....
M. jumped ....
M. placed ....
M. hurried ....
M. rushed ....
M. smoked ....
M. wished ....
M. looked ....
F. dropped ....
F. turned ....
F. crossed ....

F. entered ....
F. stopped ....
F. earned ....
F. knocked ....
F. saved ....
F. played ....
M. killed ....
M. showed ....
M. closed ....
M. boiled ....
M. finished ....
M. burned ....

M. filled ....
M. poured ....
M. excused ....
F. mailed ....
F. picked ....
F. liked ....
F. used ....
F. changed ....
F. worked ....
F. studied ....
F. talked ....
F. washed ....

F. This ends the lesson.

LITTLE BOY BLUE

— Eugene Field

The little toy dog is covered with dust,
But sturdy and staunch he stands;
And the little toy soldier is red with rust,
And his musket moulds in his hands,
Time was when the little toy dog was new,
And the soldier was passing fair;
And that was the time when our Little Boy Blue
Kissed them and put them there.

"Now, don't you go till I come," he said,
"And don't you make any noise!"
So, toddling off to his trundle-bed,
He dreamed of the pretty toys;
And, as he was dreaming, an angel sang
Awakened our Little Boy Blue —
Oh! the years are many, the years are long,
But the little toy friends are true!

Aye, faithful to Little Boy Blue they stand,
Each in he same old place —
Awaiting the touch of a little hand,
The smile of a little face;
And they wonder, as waiting the long years through
In the dust of that little chair,
What has become of our Little Boy Blue,
Since he kissed them and put them there.

NANCY HANKS

— Rosemary Benet

If Nancy Hanks
Came back as a ghost
Seeking news
Of what she loved most,
She'd ask first
"Where's my son?
What's happened to Abe?
What's he done?

'Poor little Abe,
Left all alone
Except for Tom,
Who's a rolling stone;
He was only nine
The year I died.
I remember still
How hard he cried.

'Scraping along
In a little shack,
With hardly a shirt
To cover his back,
And a prairie wind
To blow him down
Or pinching times
If he went to town.

'You wouldn't know
About my son?
Did he grow tall?
Did he have fun?
Did he learn to read?
Did he get to town?
Do you know his name?
Did he get on?' "

FIND THE OPPOSITE OF THE ITALICIZED WORD.

OPPOSITES

1. *add*	double	dampen	subtract	act
2. *top*	bottom	man	story	room
3. *front*	storm	face	back	back
4. *none*	done	food	income	some
5. *straight*	early	crooked	hundredth	hungry
6. *minus*	circular	plus	anxious	dangerous
7. *farther*	outer	smaller	nearer	shorter
8. *maximum*	minimum	most	appreciative	miniature
9. *borrow*	burden	lend	expand	spend
10. *reduce*	regulate	enjoy	enlarge	attend
11. *halved*	doubled	handed	concert	wrote
12. *fraction*	gravel	whole	position	quotation
13. *east*	best	west	wind	rest
14. *found*	strayed	limited	hurt	lost
15. *root*	fear	source	branch	cities
16. *cooked*	raw	ground	warm	loved
17. *completed*	covered	invited	perfect	unfinished
18. *natural*	unlike	unnatural	uniform	native
19. *destroy*	colonize	employ	build	love
20. *slender*	thick	happy	hungry	grateful
21. *ascend*	absent	descend	assist	double
22. *brought*	gave	smiled	thought	took
23. *plant*	trick	puzzle	animal	factory
24. *concave*	spiral	convex	content	contested
25. *vibrating*	seasoned	whirling	riding	steady
26. *hard*	red	funny	plan	easy
27. *honest*	noted	upper	dishonest	empty
28. *sweet*	happy	sour	orange	swollen
29. *worthy*	hidden	cruel	unworthy	cheap
30. *rude*	polite	deserved	stricken	nervous
31. *storm*	calm	rain	wind	snow
32. *gain*	game	issue	net	loss
33. *cry*	mind	deliver	laugh	add
34. *intelligent*	quick	blameless	stupid	double
35. *timid*	taut	sorry	valiant	scared
36. *faithful*	joyful	false	old	challenging
37. *practical*	workable	broken	aimless	useless
38. *stop*	slide	grow	cease	go
39. *hero*	man	villian	boy	dog
40. *appear*	depart	serve	buy	hear
41. *familiar*	distant	stable	strange	related
42. *raise*	build	lower	sell	cultivate
43. *past*	meal	history	future	winner
44. *sharp*	blunt	youthful	tricky	costly
45. *depart*	arrive	applaud	depot	travel
46. *untidy*	unused	untried	near	neat
47. *wilt*	measure	numbed	bloom	point
48. *cruel*	fresh	humane	sick	sarcastic
49. *coarse*	chafed	simple	slender	fine
50. *inferior*	subnormal	ideal	unpleasant	superior

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Experiment: Student-conducted lesson: warm-up, lesson, follow-up directed by volunteer.	The lab lesson and its content and direction will be carried on by one of the students who volunteered to do it at the last session. It may be worthwhile to try this from now till the end of school if it's effective. (occasionally or regularly) Insist on critical standards.	A continuation of the student-directed session of last week. The first in a series of dialogue tapes will be evaluated for effectiveness. After the model taped dialogue, students will use *Everyday Dialogue in English* booklets to practice conversation. Record *America for Me.*	Tape: (student's choice) Readings: (Student's choice) Model Tape: (Student's choice)
SESSION 2	Review: Conditional sentences: using "will" to complete sentences. Practice changing tenses. Pronunciation review dealing with "ed" endings.	Consider oral or written drills dealing with the using of "will" in the completion of sentences. Select any of the techniques you found most effective in discriminating and producing the "ed." Rapid oral responses to oral student completion of teacher started sentences using "will" might be helpful.	Review of conditional sentences using "will" as a sentence completion tool. Discrimination between correct and incorrect statements. Review drills dealing with the changing of tenses. Pronunciation review drills dealing with "ed" endings of verbs.	Tape *E-5:* Review: Conditional sentences; Practice changing tenses; "ed" endings. *Creation* *Flanders Field* (model tape)
SESSION 3	Review: Reflexive pronouns Tag endings Interrogative sentences Negative sentences Present, past, future Pronunciation	Review all of the grammatical structures in *Purpose* using whatever procedures you find most effective. Every student should have a spoken mastery of every phase. Script *A-23* may be helpful.	Pattern drill practice with substitution and transformation exercises to reinforce all of the grammatical structures mentioned in *Purposes.* Record: *Open Range* and *I Am An American.*	Tape *A-23:* Review of Grammar *Open Range* *I Am An American*

Week's Lessons Follow

M. Tape E-5

REVIEW: CONDITIONAL SENTENCES; PRACTICE CHANGING TENSES; "ED" ENDINGS

M. Listen:

F. If Helen studies hard, she will graduate.
F. If he works hard, he will pass the exams.
F. If she hurries, she will be able to go with us.

M. Now, you complete the sentence, use "will."

F. If Helen studies hard, ...
F. If he works hard, ...
F. If she hurries, ...
F. If it rains, ...
M. If Henry comes, ...
M. If you attend class, ...
M. If the weather is nice, ...
M. If he telephones me, ...
F. If I see her, ...
F. If it doesn't rain, ...
F. If I have time, ...
F. If they leave early, ...
M. If he gets back before four, ...
M. If Mary calls, ...
M. If he doesn't come, ...
M. If we decide to go swimming, ...
F. If the weather gets any colder, ...
F. If the dog bits him, ...
F. If you have time tomorrow, ...
F. If you wait here, ...

M. Now, let's continue; you finish these. Use "will." Think fast:

F. If John studies hard, ...
F. If I have time tomorrow, ...
F. If he doesn't hurry, ...
F. If the weather is good next week, ...
M. If it doesn't rain tomorrow, ...

M. If you attend class regularly, ...

M. If they leave early enough, ...

M. If Mary calls, ...

F. If we decide to go to town, ...

F. If it snows tonight, ...

F. If the weather continues to be so cold, ...

F. If I get a good mark on my exams, ...

M. If I have time, ...

M. If I have a car next summer, ...

M. If we have enough money, ...

M. If he works hard, ...

F. If they get married now, ...

F. If John cames before I leave, ...

F. If you go to bed early, ...

F. If you practice everyday, ...

M. Correcting mistaken statements.

M. Listen:

F.	There are fifty-six weeks in a year.	M.	There are fity-two weeks in a year.
F.	The opposite of stout is fat.	M.	The opposite of stout is thin.
F.	To board a bus is to get off it.	M.	To board a bus is to get on it.

M. Now, you follow the example. Every statement you hear has a mistake; you correct it with a complete sentence:

F.	There are fifty-six weeks in a year.	M.	52
F.	The opposite of stout is fat.	M.	thin
F.	To board a bus is to get off it.	M.	get on it
F.	Grass is generally red in color.	M.	green
M.	The word sleepy is a noun.	F.	adjective
M.	December is the tenth month of the year.	F.	twelfth
M.	The opposite of loose is find.	F.	tight
M.	The opposite of straight is round.	F.	crooked
F.	In the word "wrist" the 'r' is silent.	M.	the 'w'
F.	A triangle is a figure with four sides.	M.	three sides
F.	To call on someone is to telephone him.	M.	to call up
F.	The Pacific Ocean lies east of the United States.	M.	west
M.	The sun always rises in the west.	F.	east
M.	Grapes grow on trees.	F.	vines
M.	We always buy and sell eggs by the pound.	F.	the dozen

M.	The term of office of the President of the United States is six years.	F.	four years
F.	There are 39 inches in a yard.	M.	36″
F.	A man who is deaf cannot see very well.	M.	cannot hear
F.	Columbus discovered America in 1482.	M.	1492
F.	A famous poem begins with the lines, "Under a spreading pinion tree, the village silversmith stands."	M.	chestnut tree, village blacksmith

M. Changing tenses. Listen:

F.	I sleep about ten hours.		
M.	past	F.	I slept about ten hours.
M.	future	F.	I will sleep about ten hours.
F.	He buys a car every year.		
M.	future	F.	He will buy a car every year.
M.	past	F.	He bought a car every year.
F.	Bill spent four dollars.		
M.	future	F.	Bill will spend four dollars.
M.	present	F.	Bill spends four dollars.

M. Now, you follow the example. Change the tense as you are directed.

F.	I sleep about ten hours.		
M.	past	F.	slept
M.	future	F.	will sleep
F.	He buys a car every year.		
M.	future	F.	will buy
M.	past	F.	bought
F.	Bill spent four dollars.		
M.	future	F.	will spend
M.	present	F.	spends
F.	I understand what you mean.		
M.	past	F.	understood
M.	future	F.	will understand
F.	The police are catching the thief.		
M.	future	F.	will catch
M.	past	F.	caught
M.	Helen will bring her little brother.		
F.	past	M.	brought
F.	present	M.	brings
M.	She swept the room carefully.		
F.	future	M.	will sweep
F.	past	M.	swept

M. He teaches us this semester.

F. past	M. taught
F. future	M. will teach

M. My mother feels proud of him.

F. future	M. will feel
F. past	M. felt

M. I left my notebook there.

F. present	M. leave
F. future	M. will leave

F. I keep notes on the meetings.

M. future	F. shall keep
M. past	F. kept

F. I'll buy my new shoes today.

M. past	F. bought
M. present	F. buy

M. Now, let's try something a bit different.

M. Listen:

F. Our team is winning the game.

M. tomorrow	F. Tomorrow, our team will win the game.
M. yesterday	F. Yesterday, our team won the game.

F. I found this book interesting.

M. now	F. I find this book helpful.
M. tomorrow	F. I'll find this book helpful.

F. I meet him often.

M. yesterday	F. I met him often.
M. tomorrow	F. I'll meet him often.

M. Now, you follow the example:

F. Our team is winning the game.

M. tomorrow	F. will win
M. yesterday	F. won

F. I found this book interesting.

M. now	F. find
M. tomorrow	F. shall find

M. I meet him often.

F. yesterday	M. met
F. tomorrow	M. will meet

M. Where did you read the report?

F. now	M. Are you reading ....?
F. tomorrow	M. Will you read ....?

M. He's digging up interesting pottery.
F. yesterday M. dug
F. tomorrow M. will dig

M. We stood in line.
F. now M. are standing
F. tomorrow M. will stand

M. I'll lead you up the hill.
F. yesterday M. led
F. now M. I'm leading

F. We'll end the lesson with some pronunciation review. Put "ed" endings on these verbs:

M. live ....
M. pick ....
M. jump ....
M. place ....
M. hurry ....
M. rush ....
M. smoke ....
M. wish ....
M. look ....
M. drop ....
F. turn ....
F. cross ....
F. enter ....
F. stop ....
F. earn ....
F. knock ....
F. save ....
F. play ....
F. kill ....
F. show ....
M. close ....
M. boil ....
M. finish ....
M. burn ....
M. fill ....
M. pour ....
M. excuse ....
M. mail ....
M. pick ....
M. like ....
F. use ....
F. change ....
F. work ....
F. study ....
F. talk ....
F. spell ....
F. thank ....
F. wash ....
F. pass ....
F. walk ....

M. This ends the lesson.

LANGUAGE LESSON PLANS FOR LAB II THIRTY-FOURTH WEEK

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice through conversational dialogue. Teach common abbreviations.	Continue with written expression. Common abbreviations may be helpful. (Page 38 - *Regents II;* page 108 - *Regents I*) have suggestions.	Reading a report: *Something About Navajo History* Introduce new dialogue. Review *E-15* (second). Explain new vocabulary.	Tape *E-16:* (first dialogue) *E-15* (second) *Regents II,* pages 92, 93, 94, 95.
SESSION 2	Provide speaking practice through conversational dialogue. Review auxiliary verbs.	Continue with written expression in the use of auxiliary verbs. Page 23, *Regents II* has suggested exercises.	Reading a report: *Something About Tuba City,* Introduce new dialogue. Review *E-16* (first). Explain new vocabulary.	Tape *E-16:* (first and second dialogues) *Regents II,* pages 96, 97.
SESSION 3	Provide speaking practice through conversational dialogue. Review auxiliary verbs using "neither."	Continue with written expression using auxiliary with "did." (Page 119, *Regents II* has suggested drills.)	Reading a report: Social Revolution Student's choice of previous dialogue.	*Regents II,* pages 81, 82.

Week's Lessons Follow

F. Tape E-15

DIALOGUES (To be used with Dixson's *Everyday Dialogues.*)

F. We are using the dialogue booklet in your booths. Please turn to page 51. (Pause) Now, listen carefully to the following conversation:
(READ DIALOGUE)

F. Exchange headphones please. (Pause)

F. Now, the odds will be Mrs. Riggs; the evens Grace. Odds speak first. You may begin:
(Stop tape until exchanges are completed.)

M. Now, exchange parts in the conversation. Evens are now Mrs. Riggs; odds are Grace. Evens speak first. You may begin.
(Stop tape until exchanges are completed.)

M. Now, answer the questions. Odds answer the first; evens the second and continue to alternate with your answers. Take turns answering. Odds begin.
(Alternate M & F with questions on page 53.)

F. Now, answer as directed. (Summon odds and evens at random, giving correct answer after each response to questions on page 54.)
STOP — STOP

F. Now, please turn to page 111. (Pause) Listen carefully to the following conversation.
(READ DIALOGUE)

M. Now, the evens are Mr. Reese, odds are the desk clerk. Evens speak first. You may begin.
(Turn off tape until exchanges are completed.)

F. Now, let's try switching parts. The odds are Mr. Reese; the evens are desk clerk. Odds speak first. You may begin.
(Turn off tape until exchanges are completed.)

M. Now, alternate your answering. Evens answer first.
(Alternate M & F with questions on page 113.)

F. Answer the following questions as directed. (Summon odds and evens at random, giving correct answers after each response on page 114.)

M. This ends the lesson.

F. Tape E-16

DIALOGUES (To be used with Dixson's *Everyday Dialogues.*)

F. We are using the dialogue booklet in your booths. Please turn to page 155. (Pause) Now, listen carefully to the following conversation.
(READ DIALOGUE)

F. Exchange headphones please. (Pause)

F. Now, the odds will be one golfer; the evens the other. Odds speak first. You may begin:
(Stop tape until exchanges are completed.)

M. Now, exchange parts in the conversation. Evens speak first. You may begin.
(Stop tape until exchanges are completed.)

M. Now, answer the questions. Odds answer the first; evens the second and continue to alternate with your answers. Take turns answering. Odds begin.
(Alternate M & F with questions on page 157.

F. Now, answer as directed. (Summon odds and evens at random, giving correct answer after each response to questions on page 158.)
STOP — STOP

F. Now, please turn to page 151. (Pause) Listen carefully to the following conversation.
(READ DIALOGUE)

M. Now, the evens are the salesman; the odds are the customer. Evens speak first, You may begin.
(Turn off tape until exchanges are completed.)

F. Now, let's try switching parts. The odds are the salesman; the evens are the customer. Odds speak first. You may begin.
(Turn off tape until exchanges are completed.)

M. Now, alternate your answering. Evens answer first.
(Alternate M & F with questions on page 153.)

F. Answer the following questions as directed. (Summon odds and evens at random, giving correct answers after each response on page 154.)

M. This ends the lesson.

AUXILIARY VERBS

FILL EACH BLANK WITH THE APPROPRIATE AUXILIARY (am, is, are; was, were; will; has, have, had; do, does, or did).

EXAMPLE: Everyone *is* looking at Tom now because he *has* just asked an interesting question.

1. We .... waiting for our friends now; they .... not arrived yet.
2. Someone .... coming toward us now, but I .... not know his name.
3. Tom .... finish his homework soon; he .... already done most of it.
4. .... often go to the club these days. I .... seen him there only once or twice since Christmas.
5. .... Mr. and Mrs Hudson already gone home? They .... standing right here just a few minutes ago.
6. Mr. Hudson .... his airplane ticket tomorrow afternoon; he .... already cashed a check for the right amount.
7. While you and Tom .... talking last night, I noticed that your English pronunciation .... improved a great deal.
8. .... you planning to read this book soon, or .... you already finished it?

9. I .... not write those exercises last night because I found that I .... forgotten to copy down the assignment.

10. After I .... given my examination paper to the teacher, I suddenly remembered that I .... spelled a word wrong.

EXAMPLE: I *did* not get a good mark on the test yesterday because I *had* not studied the night before.

1. I usually burn old letters; I .... not keep them after I .... answered them.
2. I like rainy days because the leaves .... not look so brown and dry after it .... rained.
3. How long ago .... Tom leave? .... you sitting here when he left?
4. I .... not watching anyone at the time because I .... just received a long letter.
5. Why .... Kenny open that package five minutes after I .... asked him not to open it?
6. Tom .... not meet us last night at the place where we .... agreed to meet.
7. Tom .... already written half of that letter; he .... write the rest tomorrow.
8. Who .... taken the book that .... lying on the table an hour ago?
9. It .... rained twice since Tuesday, but it .... not raining now.
10. .... people in your country eat rice nowadays, and .... they always done so?

THE CREATION

by James Weldon Johnson

And God stepped out on space,
And He looked around and said:
I'm lonely
I'll make me a world.

And as far as the eye of God could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled,
And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said: That's good!

Then God reached out and took the light in
    His hands
Until He made the sun;

And He set that sun ablazing in the heavens.
And the light that was left from making the sun,
God gathered it up in a shining ball
And flung it against the darkness,
Spangling the night with the moon and stars.
Then down between the darkness and the light
He hurled the world;
And God said: That's good!

Then God himself stepped down
And the sun was on His right hand,
And the moon was on His left;
The stars were clustered about His head,
And the earth was under His feet,
And God walked, and where He trod
His footsteps hollowed the valleys out
And bulged the mountains up.

Then He stopped and saw
That the earth was hot and barren
So God stepped over to the edge of the world
And He spat out the seven seas —
He batted His eyes, and the lightning flashed.
He clapped His hands, and the thunders rolled
And the waters above the earth came down.

Then the green grass sprouted
And the little red flowers blossomed,
The pin tree pointed his finger to the sky,
And the oak spread out his arms,
The lakes cuddled down in the hollows
of the ground
And the rivers ran down to the sea
And God smiled again.
And the rainbow appeared,
And curled itself around His shoulder.

Then God raised His arm and waved His hand,
Over the seas and over the land,
And He said: Bring forth! Bring forth!
And quicker than God could drop His hand,
Fishes and fowls
And beasts and birds
Swam the rivers and the seas,
Roamed the forests and the woods,
And split the air with their wings.
And God said: That's good!

Then God walked around,
And God looked around
On all that He had made.
He looked at His sun,
And He looked at His moon,
And He looked at His little stars;
He looked on His world
With all its living things,
And God said: I'm lonely still.

Then God sat down
On the side of a hill where he could think;
By a deep, wide river He sat down;
With His head in His hands,
God thought and thought,
Till He thought; I'll make me a man!

Up from the bed of the river
God scooped the clay;
And by the bank of the river
He kneeled Him down;
And there the great God Almighty
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner
of the night,
Who rounded the earth in the middle of His
hand;
This great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till He shaped it in His own image;

Then into it He blew the breath of life,
And man became a living soul.

Amen, Amen.

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Provide speaking practice dealing with the correct usage of "much" and "many." Speaking practice pluralizing nouns. (directly associated with the correct using of much and many) Conditional sentences: begin sentences with "There wasn't many."	Consider oral or written drills dealing with the correct usage of "much and many." Script *E-6* may be helpful. Choose whatever method you feel will best aid and assist students to understand the rules of when to use "much and many."	Pattern drill practice: with "much" and "many" stressing the usage of "much" with things and "many" being associated with people. With "much and many," stressing the usage of "many" with nouns ending in "s" and "much" for nouns not having an "s" ending. Recording: *Trees.*	Tape *E-6:* Drill using "much and many" Pluralizing Nouns and how they deal with the correct use of "much and many" *Trees*
SESSION 2	Experiment: Student-conducted lesson: Warm-up, lesson, follow-up directed by volunteer.	The lab lesson and its' content and direction will be carried on by one of the students who volunteered to do it at the last session. It may be worthwhile to try this from now till the end of the school year *if* it's effective. Insist on critical standards.	A continuation of the student-directed session of last week. (this is the 3rd one) This new lab procedure will be evaluated for effectiveness this week. After the model tape dialogue, students will use *Everyday Dialogues in English* Booklets to practice conversation.	Tape: student's choice Readings: student's choice Model Tape: student's choice
SESSION 3	Dialogues: To be used with book, Using Everyday Dialogues in English, Robert J. Dixson. Purpose: To improve each student's oral English by having them work in groups of two, reciting dialogue from the above book.	Consider any previously used drills dealing with dialogue practice using just two people. Maybe promote the idea of having students make up their own dialogue (two parts only) written or oral.	Dialogues (to be used with book, *Using Everyday Dialogues in English*). The new program will start on page 33. Contains the following: pairs of students doing a two part dialogue of: elderly lady and taxicab driver, druggist customer, customer and grocer.	Tape *E-7:* Dialogues two parts only Book: *Using Everyday Dialogues in English.*

Week's Lessons Follow

F. Tape E-6

MUCH AND MANY

F. Listen:

M. There isn't much paper here.

F. water	M. There isn't much water here.
F. coffee	M. There isn't much coffee here.

F. Now, you follow the example:

M. There isn't much paper here.

F. water
F. tea
F. meat
F. rain
F. coffee
F. sugar
F. chalk

M. How much do we have?

F. time
F. fruit
F. paper
F. work
F. food

M. There isn't much time left.

F. food
F. ink
F. snow
F. darkness
F. music
F. milk
F. daylight

M. Listen:

F. coffee	M. Did you drink much coffee?
F. snow	M. Did you have much snow?
F. trouble	M. Did you have much trouble?

M. Now, you follow the example. Use the word "much" and begin your sentence with "did you."

F. coffee
F. snow
F. trouble
F. food
M. money
M. paper
M. fruit
M. ice cream
F. water
F. rain
F. bad weather
F. good weather
M. music
M. bread
M. time
M. knowledge

M. Listen:

F. There wasn't much coffee left.

M. trouble	F. There wasn't much trouble getting a ride.
M. paper	F. There wasn't much paper on the shelf.

M. Now, begin with "there wasn't much" and add a few words to complete the sentence.

F. coffee
F. time
M. trouble
M. money

F. daylight
F. darkness
M. music
M. teaching
M. learning

F. Now, pluralize the following nouns:

M. stamp ....
M. seat ....
M. photograph ....
M. egg ....
M. camera ....
F. song ....
F. name ....
F. ear ....
F. stair ....
F. match ....
M. garage ....
M. quiz ....
M. tax ....
M. change ....
M. magazines ....

F. Listen:	M. There aren't many stamps in the desk.
F. seats	M. There aren't many seats at the movies.
F. magazines	M. There aren't many magazines on the rack.

F. Now, follow the example. Begin with "there aren't many" and make a sentence of your own.

F. stamps
F. seats
F. photographs
F. cameras
M. songs
M. names
M. cars
M. stairs
F. garages
F. quizzes
F. taxes
F. changes

M. Listen:

F. If the noun ends in 'S,' say "many"; if th enoun has no 'S,' say "much." For example, listen:

M. desks	F. many desks
M. chairs	F. many chairs
M. meat	F. much meat
M. food	F. much food
M. books	F. many books

F. Now, you follow the example. Say "many" or "much":

M. desks
M. chairs
M. tables
M. dancers
F. music
F. milk
F. time
F. bread
M. trees
M. snow
M. doors
M. fruit
F. work
F. water
F. ink
F. dishes

M. If you talk about things, say "much"; if you're talking about people, say "many." For example, listen:

F. boys	M. many boys
F. people	M. many people
F. rain	M. much rain
F. firemen	M. many firemen
F. milk	M. much milk

M. Now, you follow the example:

F. boys
F. people
F. rain
F. firemen

M. milk
M. trees
M. fruit
M. children

F. women
F. girls
F. students
F. telephones

M. Navajos
M. snow
M. water
M. nurses

F. Listen:

M. Did you see any boys?	F. Yes, there were many.
M. Did you see any fruit?	F. Yes, there was much fruit.
M. Did you see any snow?	F. Yes, there was much snow.

F. Now, you follow the example.

M. Did you see any boys?	F. many	....
M. Did you see any fruit?	F. much	....
M. Did you see any snow?	F. much	....
M. Did you see any children there?	F. many	....
M. Did you see any lightning?	F. much	....
F. Did you see any nurses?	M. many	....
F. Did you see any policemen?	M. many	....
F. Did you see any ball games?	M. many	....
F. Did you run into any trouble?	M. much	....
F. Did you run into any rain?	M. much	....
M. Did you run into many bad roads?	F. many	....
M. Did you cross any bridges?	F. many	....
M. Did you meet any tourists?	F. many	....
M. Did you hear any music?	F. much	....
M. Did you cook any meat?	F. much	....
F. Did you have any fun?	M. much	....
F. Did you hear any lightning?	M. much	....
F. Did you dance with any girls?	M. many	....

F. Listen and repeat:

M. much trouble
M. much rain
M. much snow
M. much paper
M. much food
F. much fun

M. many people
M. many children
M. many Navajos
M. many stores
M. many roads
F. many trees

F. much water	F. many cars
F. much time	F. many times

M. Listen:

F. I saw some people.	M. How many?
F. I had some trouble.	M. How much?
F. I have some books.	M. How many?
F. I ate some pie.	M. How much?

M. Now, you follow the example. Ask "how many" or "how much."

F. I saw some people.	M. How many? ....
F. I had some trouble.	M. How much? ....
F. I have some books.	M. How many? ....
F. I ate some pie.	M. How much? ....
F. I'd like some sugar.	M. How much? ....
M. I'd like some cream.	F. How much? ....
M. I have brothers.	F. How many? ....
M. I have cousins.	F. How many? ....
M. We saw some relatives.	F. How many? ....
M. We had some snow.	F. How much? ....
F. We had some rain.	M. How much? ....
F. We had some sunshine.	M. How much? ....
F. We lost some money.	M. How much? ....
F. We lost a few games.	M. How many? ....
F. They have som new players.	M. How many? ....
F. They need a few substitutes.	M. How many? ....
M. Those are new teachers.	F. How many? ....
M. I need some helpers.	F. How many? ....
M. We need some butter.	F. How much? ....
M. We could use some bread.	F. How much? ....
M. We could use some fruit.	F. How much? ....

F. Listen:

M. men	F. many men
M. fun	F. much fun
M. trouble	F. much trouble
M. tables	F. many tables

F. Now, follow the example. This will be rapid. Try to keep up:

M.	men	F.	cars	M.	fears	F.	bread
M.	fun	F.	sunshine	M.	hopes	F.	water
M.	trouble	F.	pencils	M.	excitement	F.	fruit
M.	tables	F.	paper	M.	players	F.	coffee
M.	milk	F.	magazines	M.	substitutes	F.	doors
M.	people	F.	books	M.	Navajos	F.	dishes
M.	policemen	F.	luck	M.	citizens	F.	chairs
M.	children	F.	fear	M.	students	F.	children

M. This ends the lesson.

M. Tape E-7

DIALOGUES

(To be used with book, *Using Everyday Dialogues in English*, Robert J. Dixson).

M. In your booths, you will find the book, *Using Everyday Dialogues in English*. Please turn to page 33. (Pause) Listen carefully to the following conversation:

(READ DIALOGUE)

M. Exchange headphones, please. (Pause)

M. Now, the odds are the elderly lady, the evens are the taxicab driver. You must put expression in your voices to make the conversation sound real. Odds speak first.
(*Turn off tape* until dialogue exchanges are completed.)

F. Now, do the same dialogue again and exchange parts. Evens speak first. You may begin.

(*Turn off tape* until dialogue exchanges are completed.)

F. Answer the following questions about the dialogue. Odds answer the first; evens answer the second; then continue to alternate. Take turns with each answer:
(Ask questions on page 36. M. 1-8; F. 9-15)

F. Now, give the correct answers as directed.

(Preface *Vocabulary Drill* questions by summoning "odd" or "even." Give correct answer after each response:

1. odd ....
2. odd ....
3. even ....
4. odd ....
5. even ....
6. even ....
7. even ....
8. odd ....
9. even ....
10. odd ....

M. Now, please turn to page 17 and listen carefully to the following conversation:

(READ DIALOGUE)

M. Now, the evens will be the grocer; the odds are Mrs. Brown. Evens speak first. You may begin.
(Turn off tape until exchanges are completed.)

M. Try the same dialogue again and exchange parts. Odds speak first. You may begin. (Turn off tape until exchanges are completed.)

F. Now, alternate answering the following questions. Evens answer first: (Ask questions on page 19. Alternate M and F)

F. Now, answer the following as directed. (Summon "odd" or "even" at random, giving correct answer after each response.)

M. Turn to page 59. Listen to the following conversation. (Read dialogue.)

M. Now, the odds be the drug clerk; the evens are the customer. Odds speak first. You may begin.
(Turn off tape until exchanges are completed.)

M. Now, try the same dialogue, exchanging parts. Evens speak first.
(Turn off tape until exchanges are completed.)

F. Listen to these questions. Alternate answering the following. Odds answer first: (Questions, page 61. M. 1-8; F. 9-15)

F. Now, answer the following as directed. (Ask B questions. Summon "odd" or "even" at random, proving correct answer after each response.)

F. Carefully exchange headphones. This ends the lesson.

TREES

I think that I shall never see
A poem as lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

— Joyce Kilmer

Nitchie, Elizabeth Helm: *New Lessons in Lip Reading*, J. B. Lippincott Company, N. Y.

HOW MUCH?

PRACTICE. *WATCH YOU INTONATION.*

How much money have you earned this week?
How much have you saved this year?
How much is the automobile to cost?
How much should be put aside for expenses?
How much was left over from dinner?
How much will the trip cost us?
How much water shall I put on the plants?
How much time must I spend on the job?
How much food should we take on the picnic?
How much does the doctor charge?
How much do we need from the market today?
How much furniture will we have to buy for the house?
How much rain has fallen this summer?

How much ice cream should I buy for the party?
How much will you charge to wash the car?
How much time will it take to finish the job?
How much damage did the storm do?
How much bread do we need for sandwiches?
How much snow is left on the ground?
How much cream do you like in your coffee?
How much water do you drink every day?
How much should I pay for a pound of butter?
How much is the fare on the bus?
How much sugar shall I put in the pudding?
How much water is left in the well?

Nitchie, Elizabeth Helm: *New Lessons in Lip Reading*, J. B. Lippincott Company, N. Y.

HOW MANY?

PRACTICE. *WATCH YOUR INTONATION.*

How many telephones are in the office?
How many letters have been written?
How many children does the family have?
How many cars are parked in the driveway?
How many floats will there be in the parade?
How many guests have been invited?
How many days are in February this year?
How many miles are we from the airport?
How many employees are on vacation.
How many books can I take from the library.
How many oranges shall I buy?
How many cars pass the house in one hour?
How many were at church this morning?
How many people are expected at the convention?
How many stripes are there on the American flag?
How many apples will I need for the pie?
How many sheep were sent to market?
How many new books have you read?
How many letters did you write today?
How many presidents of the United States have we had?
How many bachelor presidents have we had?
How many mistakes were made in the report?
How many cars are in the garage?
How many children are on the playground?
How many pencils should I buy?

Allen and Allen: *Review Exercises for EFL,* T. Y. Crowell Co., New York.

HOW MUCH? HOW MANY?

COMPLETE each of these questions, using *How much* or *How many* and *is there* or *are there*, as shown in the examples.

EXAMPLES: (coffee) *How much coffee is there* in that cup?
(spoons) *How many spoons are there* on that table?

1. (rice) .... in that big pot?
2. (milk) .... in the children's glasses?
3. (stamps) .... on that letter?
4. (furniture) .... in your classroom?
5. (universities) .... in California?
6. (children) .... in the fifth grade?
7. (people) .... in New York City?
8. (women) .... in the United States Senate?
9. (sheep) .... on Tom's uncle's farm?
10. (towels) .... in the bathroom now?

COMPLETE EACH OF THESE QUESTIONS, using *How much* or *How many* and *was there* or *were there*, as shown in the example.

EXAMPLE: (questions) *How many questions were there* on your last examination?

1. (people) .... at your party last night?
2. (sugar) .... in that bowl yesterday evening?
3. (soap) .... in the bathroom before breakfast?
4. (mice) .... in that cage last night?
5. (money) .... in our bank account last month?
6. (news) .... in the letter that you received yesterday?
7. (information) .... in that speech about the moon?
8. (days) .... in February the year before last?
9. (men) .... in the barber shop last Saturday?
10. (cities) .... in this country a hundred years ago?

	PURPOSES	CLASSROOM CORRELATION	LAB PROCEDURES	MATERIALS
SESSION 1	Final week's review and evaluation. Provide dialogue situation for two student partners.	Final review and evaluation.	Dialogues to be used with Dixson's *Everyday Dialogues;* two dialogue participation exercises. Independent recording: students' choice.	Tape *E-8:* *Everyday Dialogues In English.* (booklet)
SESSION 2	Final review and evaluation. Provide dialogue situation for two student partners.	Final review and evaluation.	Dialogue situation with student partners, using Dixson's *Everyday Dialogues.* Students' choice for independent recording.	Tape *E-9:* Everyday Dialogues In *English.*
SESSION 3	Evaluation: Administration of oral and written tests for screening: interview; listening discrimination; grammatical structures; pronunciation; free expression; tense concepts; written expression; reading.	Administer *Test Tape 8910-W* with tape-recorder and overhead projector. Use Form *8910-W* for student test answer sheets and *Tape Script 8910-W* for preview to administering. Teacher readiness is important for proper sequence of the 15 tranparencies to be viewed in order at 8-second intervals.	Administration of *Test Tape 8910-0* for screening of spoken English ability. Use series of 15 pictures and Form *8910-0 Reading Excerpt.* Have one *Reading Excerpt* in each booth. Sample one-third of the class by designating every third student on the roster and providing him with a fresh 5-inch tape intervals. *Script 8910-0.*	*Test Tape 8910-W* *Test Tape 8910-0* *Form 8910-W* Answer sheets *8910-W*, Readings 15 Transparencies *8910-W, -0* scripts Tape recorder Overhead projector

Week's Lessons Follow

F. Tape E-8

DIALOGUES

(To be used with Dixson's *Everyday Dialogues.*)

F. You'll find a small booklet of everyday dialogues in your booths. Please turn to page 91. (Pause) Now, listen carefully to the following conversation:

(READ DIALOGUE)

F. Exchange headphones please. (Pause)

F. Now, the odds will be the patient; the evens will be the dentist. You must speak with expression to make the situation sound real. Odds speak first. You may begin:
(Stop tape until exchanges are completed.)

M. Now, exchange parts in the conversation. Evens are now the patient; odds are the doctor. Evens speak first. You may begin.
(Stop tape until exchanges are completed.)

M. Now, answer these questions. Odds answer the first; evens the second and continue to alternate with your answers. Take turns answering. Odds begin.
(Alternate M & F with questions on page 93.)

F. Now, answer as directed. (Summon "odds" and "evens" at random, giving correct answer after each response with B questions on page 94.)

F. Now, please turn to page 103. Listen carefully to the following conversation between a doctor and a patient.

(READ DIALOGUE)

M. Now, the evens are the doctor; the odds the patient. Evens speak first. You may begin.
(Turn off tape until exchanges are completed.)

M. Now, let's try switching parts. The odds are the doctor; the evens the patient. Odds speak first. You may begin.

(Turn off tape until exchanges are completed.)

F. Now, alternate your answering. Evens answer first.

(Alternate M & F with questions on page 106.)

F. Answer these questions as directed. (Summon "odds" or "evens" at random, giving correct answers after each response to B questions on page 106.)

M. Please turn to page 107. (Pause) Listen carefully to this dialogue between a car salesman and a customer.

(READ DIALOGUE ON PAGE 107)

M. Now, the odds are the customer; the evens the salesman. Odds speak first. You may begin.

(Stop tape until exchanges are completed.)

M. Now, switch. The evens are the customer; the odds are the salesman. You may begin.

(Stop tape until exchanges are completed.)

F. Now, alternate with your answers. Odds answer first.
(M & F alternate asking questions on page 109.)

F. Now, answer these as directed.

(Summon "odd" or "evens" at random giving correct answer after each response to questions B on page 110.)

M. Carefully exchange headphones. This ends the lesson.

F. Tape E-9

DIALOGUES

(To be used with Dixson's *Everyday Dialogues.*)

F. We are using the dialogue booklet in your booth. Please turn to page 118. (Pause) Now, listen carefully tothe following conversation:

(READ DIALOGUE)

F. Exchange headphones please. (Pause)

F. Now, the odds will be the mechanic; the evens the customer. Odds speak first. You may begin:
(Stop tape until exchanges are completed.)

M. Now, exchange parts in the conversation. Evens are now the mechanic; odds are the customer. Evens speak first. You may begin.
(Stop tape until exchanges are completed.)

M. Now, answer these questions. Odds answer the first; evens the second, and continue to alternate with your answers. Take turns answering. Odds begin.
(Alternate M & F with questions on page 120.)

F. Now, answer as directed. (Summon odds and evens at random, giving correct answer after each response to questions on page 121.)

F. Now, please turn to page 126. (Pause) Listen carefully to the following conversation between Mr. Carter and his tailor:

(READ DIALOGUE)

M. Now, the evens are Mr. Carter; the odds are the tailor. Evens speak first. You may begin.
(Turn off tape until exchanges are completed.)

F. Now, let's try switching parts. The odds are Mr. Carter; the evens are the tailor. Evens speak first. You may begin.

(Turn off tape until exchanges are completed.)

M. Now, alternate your answering. Evens answer first.
(Alternate M & F with questions on page 128.)

F. Answer the following questions are directed. (Summon odds and evens at random, giving correct answers after each response on page 129.)

M. This ends the lesson.